

National Parent-Teacher

The Official Magazine of the National Congress of Parents and Teachers

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This Issue Contains ★ A SPECIAL PARENT-TEACHER
★ WARTIME SUPPLEMENT ★

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To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



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600 South Michigan Blvd., Chicago, Illinois

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NATIONAL PARENT-TEACHER

The Official Magazine of the National
Congress of Parents and Teachers

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RATES

\$1.00 a year—U. S. and Poss. Single Copy
1.25 a year—Canada 15 cents
1.50 a year—Foreign

Notice of change of address must be given one month in advance and must show both old and new addresses.

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The NATIONAL PARENT-TEACHER is listed
in the Education Index.

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Published monthly, September to June inclusive, by NATIONAL PARENT-TEACHER, INCORPORATED.

Entered as Second Class Matter October 3, 1939, at the Post Office at Chicago, Illinois, under the Act of March 3, 1879.

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National Parent-Teacher

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VOL. XXXVI

No. 9

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MEMBER OF THE





*The greatest poem ever known
Is one all poets have outgrown:
The poetry, innate, untold,
Of being only four years old.*

—CHRISTOPHER MORLEY

The President's Message

The Strength of a Nation

FOR many months now America has been on the move, shifting large sections of her population to meet the stringent demands of war production. Cities have sprung up over night; but, being minus Aladdin's lamp, they lack the housing, the community facilities, and the professional services that would make them safe places for the normal growth and development of America's children and youth.

At this moment our attention is directed toward speeding up production and building a morale that will bring us victory. It is well to remind ourselves that we can come closer to this goal by assuring our fighting men, as well as the men and women in our war industries, that the health of their families will be adequately protected and that their children, from nursery age through high school, will have the educational and social opportunities essential to their happiness and security. This is the promise that will arouse their united spirit, conserve their strength, and help to create the courageous atmosphere without which a nation cannot fight bravely on to decisive victory. Our men know that a country that defends the life of its citizens, that seeks by all possible measures and methods to promote the physical and mental welfare of its citizens, is worthy of human suffering and sacrifice.

Fifteen years ago, in a declaration by the President of the United States, May Day was designated as Child Health Day. This year, as we renew our pledge to promote efficient measures that will preserve the health of America's children, let us give special heed to the needs of those children whose fathers and mothers are fighting so gallantly for freedom.

On March 18 of this year, at a conference in Washington, the United States Children's Bureau's Commission on Children in Wartime adopted a charter to guide us in our endeavors. Read this charter, which is reproduced in the war supplement in this issue. Imprint its closing words in your minds and hearts—"Little children should not be our forgotten Americans." Make this May Day a day for remembrance and for action, not for our hates but for our loves, so that all children—regardless of color, creed, or place—may be given an opportunity to build good health, which is requisite to good mental and emotional development. The world after the war is going to need America's children. And if America is to assume the duties that victory will impose and the rights it will bestow, these children who are now growing to manhood and womanhood must be blessed with the full vitality of life.

Virginia Klefys

President,

National Congress of Parents and Teachers





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IT IS difficult to describe the conditions brought about by the war that affect young children or to evaluate the effect of these conditions upon their development. In the first place, although the whole of the United States is at war, the changes this fact entails vary greatly in different communities, in different families, and in different schools even within the same community. In the second place, individual children, even within the same family, respond differently to changes in their environment. How any particular child will react to a situation depends somewhat upon his stage of maturity and upon his own personality make-up.

In general, an infant seems to be able to go along normally in spite of changes in family living if his parents (especially his mother) give him the needed emotional security. Apprehension and fear of the unknown increase in most children with age. On the other hand, two children of approximately the same stage of development may differ in the way they respond to changed conditions, by reason of differences in their personality make-up. Teachers are reporting that in areas where there have been blackouts the children who seem to be

War Invades the Children's World

LOIS MEEK STOLZ

most disturbed are the children who have previously shown themselves to be nervous, tense, or aggressive. The war has only aggravated and made more intense certain emotional disturbances that were already present. It is important, then, to keep in mind that the value of any such general discussion as this lies in providing a background for community planning. In no sense can it reveal what wartime conditions will mean to any individual child.

Increased Birth Rate

WE MAY expect that the war will mean an increase in the number of young children, for there is statistical evidence that the birth rate rises during a war. This will bring a greater demand for nursery schools, kindergartens, and day nurseries, as well as for teachers of young children. It will strain our resources to meet this demand; but if impetus is given to our expression of a new concern for the welfare of young children, there will be occasion for gratitude.

Fathers' Jobs

THE readjustment of industry brought about by war production is rapidly changing the lives of many fathers. There are more steady, well-paid jobs, and many families who suffered during our long depression are having a chance to be self-respecting again. Fathers have a new sense of worth and significance in the life of the community. It is one of the tragedies of modern civilization that it takes a war to bring us into the way of using in even fair degree the manpower of the nation.

We must realize, however, that, while the country as a whole is experiencing an upswing in job opportunities, there are many fathers who are temporarily out of work. Some industries have



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been closed, and there are certain sections of the country in which defense production does not exist. Unemployment is a sore trial at any time, but when a man knows that many in the country are getting fine opportunities his own deprivation may be particularly hard to bear. Even though there is a lively hope that another job will soon be secured, the period of readjustment will probably be one of emotional strain in any family group. The resulting tensions may have their effect in impairing the children's feelings of security and their relations with their parents.

Migration of Families

THERE IS already under way a migration of families, which proceeds on a vast scale. Great numbers are moving to the newly created industrial centers for defense work. Some have begun to move away from danger zones. A large number of American citizen families with American-born children are being forced to evacuate their present homes and take up new residences, because they are descended from Japanese forebears. Whatever the cause, the changed conditions cannot but affect the lives of young children. For some the change will mean crowded housing, without adequate living facilities or play space. For others it

may mean better living conditions in new housing developments. For all it means the breaking of old ties and the loss of neighborhood friends and supporting human relations. But there is happy compensation in the fact that it may also mean a chance for a new start, an opportunity to make new contacts and new friends.

Just how the evacuation of families with Japanese forebears will affect the adults and children it is impossible to predict. It will depend somewhat on how well, in the stress of the emergency, we can take human values into consideration. Certainly, if young children live with parents who are resentful and bitter, who have lost confidence in those who exercise authority, their own emotional attitudes will suffer.



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Fathers Away from Home

THE FACT that fathers are going to war or taking jobs away from home will definitely affect the lives of children. I suppose we must acknowledge that in some homes this separation will bring a

letting-up of tensions a release from which there may come better relations when the family is again reunited. There will certainly be an increase in feminine influence on the development of children—which, in general, is to be lamented, since

in our culture children are even now predominantly under the guidance of women both at home and at school. The loneliness of wives may in certain cases be expressed in apathy and loss of interest in the home; in others, the emotional strain may show itself in irritation and overactivity. For the child too young to understand, the absence of his father may cause a vague sense of insecurity, while in the older child, who begins to comprehend the danger of the emergency, there may develop fears, apprehensions, or anxieties.

New Work for Women

THE OPENING up of new opportunities for women to work outside the home, whether on a volunteer basis or for pay, raises many important questions regarding family life and child welfare. Many students of family life have held that the place of the mother is in the home. What will happen if mothers on any large scale take up jobs that keep them away from home several hours or all day long? There is some evidence, from a study made by the Family Consultation Center at Columbia University several years ago, that what happens to children depends more on the personality of the mother than on whether she works outside the home or not. In other words, the quality of the relationship between a child and his mother is more important than the number of hours a mother is at home. In discussing the findings of the study referred to, comparing fifty mothers working outside the home with fifty who remained at home, Dr. Fisher* has this to say:

"... the number and seriousness of the problems were in direct proportion to ... 'the emotional maturity of the mother.' In both groups, the most serious difficulties with the children came where the mothers were over-anxious or over-protective. Many of the professional mothers tried too hard to prove to themselves and their relatives that they weren't neglecting their children—as a matter of fact, they spent as many actual hours with them on the average as the home-makers did. Many of the women who devoted their full time to their families were under pressure to prove that it was worthwhile for them to have stayed at home. The result, in both cases, was an inevitable magnification of certain normal developmental problems which all children must work through."

We cannot deny that these new opportunities for work outside the home will give a feeling of increased significance to some women. They will find new outlets for their energies, something to do other than to center their lives around their children. For the women that need such opportunity there will probably be an increased buoyancy of spirit, a more relaxed attitude during the

time spent at home, and more genuine friendliness toward the children and enjoyment of their society. On the other hand, there will probably be some women who attempt too much and become fatigued, with resulting irritation and tension.

Certainly, this situation in many communities has already raised grave questions regarding the care of preschool children and the after-school care of school children. Cases have been reported of preschool children locked in trailers while mothers worked. In one community it was found that some school children were locked out of their homes until seven or eight in the evening. In many cases the provision of centers for children is an urgent need, which will probably be increasingly felt in the months to come. Such centers, to be satisfactory, should be under the direction of women professionally qualified.

Shortages

WE ARE already facing shortages in certain foods, in rubber, and in supplies for the household. We must see to it that we do not have "soldier nutrition" in this country at the expense of children. One way to prevent this is to be sure that there are no inadequate diets due to ignorance. Homemakers must know what foods are essential to child growth and how to make use of food substitutes. This information should be made readily available. In addition, we need to give public emphasis to the fact that growing children need adequate diets. Grace Abbott said, some twenty years ago, "You cannot make up for the milk that is lacking today by giving cream tomorrow." This is just as true in World War II.

As for the rubber shortage, that has its happy aspect. I have never felt that a Sunday spent by children in the back of an automobile, while Father drove somewhere as fast as he could in order to turn around and drive back as fast as he could, was particularly conducive either to good family relationships or to the development of children. Weekends at home with the family may be a lucky break for children *if*. The *if* means that play facilities for children at home will have to be improved. The outdoors must not be entirely given over to the gardens and terraces that are pleasing to adults. There must be space for the activities of boys and girls. Indoors, furniture and furnishings should fit the family. Too long have the desires of children been thwarted because of adult values and adult preoccupations. If the rubber shortage can force us into a facing of the problems of children and into community action for their solution, it will have made a real contribution to the development of our boys and girls.

*Fisher, Mary S. *Marriage and Work for College Women*. Vassar Alumnae Magazine. January 1939.

The *Moral* Care of Children

WILLIAM HEARD KILPATRICK

TWO mothers are talking together.

"My father was a tower of strength in his community. Everybody felt his influence. It was the moral quality of his character that moved them. I wish I knew how to bring up my children to be like him."

"I know just how you feel. I am all the time talking about it with John, but we don't agree. My father was much like yours, but John's was different. John senior was so dogmatic and so unfeeling with his children that as soon as they could get safely away from home they gave up most of what he stood for. So John now advises me to go slow. He asks what I mean by morals and what right I've got to believe in any such. In fact, he says that for a business man there is such a thing as being too honest. John is smarter than I am, so I don't know how to answer him or what to do with the children."

Conversations more or less like this are very frequent. All over our land are parents who feel confused. They have given up much of what their parents believed, but they don't know what to put in its place. As children they learned their morals

on authority. When they asked, as children do, why they should not do so and so, they were told: "The Bible says so," or "Our church forbids it," or "Nice people don't do it," or "I tell you so and that's enough for you." Against this treatment many rebelled, and now that they face new and strange conditions they don't know what to think.

Many such parents just drift along until the children begin to come on, but then it is different. They have to do something; even doing nothing has its effect. Mothers, especially, become concerned—often deeply so. They want to know what to think for themselves. Even more, they are concerned to know how to care for their children and how to safeguard the characters that they are so obviously forming.

Three questions perhaps stand out here: (1) How can I tell what is right—what do I have to go on? (2) What makes it right? Where does moral obligation come from? (3) How can I help my child build the right kind of character?

This is no place for a learned disquisition, but possibly some things can be said to help. Let us begin with the last question. Let us ask ourselves how children build character.

Experience Shows the Way

FIRST OF ALL, character building is at bottom a matter of learning. To learn any way of behaving so that it becomes a part of one's actual living is pretty close to what we mean by character building.

For a long time people have known that what anyone truly lives, lives in heart and act, that he learns. And the more he feels it, the more he accepts it as his way of behaving, and the more often he lives it, now under one set of circumstances and now under another, the more strongly does he weave what he thus lives into that fabric of



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thought-and-feeling-and-act which we call his character.

The more we study this matter of learning, the clearer it seems to stand out that the kind of learning that builds character comes best when the child puts heart and soul into what he does, living it as his own chosen life. And this means that parents cannot mold a child's character as one might mold clay. In fact, the matter depends so much on the child himself, on how he thinks and feels on the inside, that we can no longer wonder that many parents fail, some by doing too little and others by doing too much.

The learning that builds character—life's learning we may call it—is so important that we must study it further. An instance in another area may make it clearer here. Suppose I wish my boy to learn to appreciate a poem I liked when I was young, Whittier's "Barefoot Boy."

I can make him read it. Yes; but if I push it on him unduly I may turn him against it; I must be careful. I can tell him how much I liked it when I was a boy, and that may persuade him to try it. But I am old and he is young; he distrusts my interests; they usually seem odd to him. Certainly what I liked won't make him like the poem. Still less can I command him to like the poem—that won't do at all. Nor will punishment work; nor will bribing him. Appreciation does not come in these ways.

If my child is to learn to appreciate the poem, he must find in it something that appeals to him, something that stirs him to respond with appreciation. If his mates share his budding appreciation, it will probably grow stronger. They can help him here better than I. The more these young people, working at it together, can find to like, the more will they all probably learn to appreciate the poem. I may help steer them through the process so that they will be more likely to find the promising parts to look at. I may help my own boy to feel more respect for himself that he is growing up in such things. I may help, but he learns what he sees and feels.

Growth Toward the Good Life

NOW CONSIDER an instance of early moral advance.

I visited a primary school of children from four to seven. In the play yard I saw a swing. I asked the teacher about "taking turns," whether she taught the principle and whether it had to be taught. "Both," she answered. "The beginner has to learn it, especially if he is an only child." For such a child, who is unused to playmates, to see and wish for is to go and take. So he goes for the swing even if another child is swinging. We then

help the newcomer to see that the other child also wishes to swing, but that they can all take turns, each swinging as long as any of the others. It is sometimes slow work, but we keep at it patiently and insistently, stressing (1) that the others also wish to swing and (2) that "taking turns" gives all an equal chance. Increasingly the children will accept this as a better way—the best way, in fact, and therefore the right way. In time, the older pupils go further and accept a growing responsibility to make this right way prevail. It is gratifying to hear these older ones say insistently to the beginners, "This is the way we do it here."

This picture gives us a clear instance of growth in social-moral behavior. As the children learn—really accept the new way of behaving—they build it into character, so that it becomes a true part of themselves.

It will pay us to study the instance further. If we are *very* careful not to read too much of adult thought into the thinking of these children, we can see here the beginnings of certain moral ideals; and we can see, besides, the successive steps of moral advance.

1. The child becomes conscious that other children feel as he does; that they have like wishes and like enjoyments.

2. At the same time, he becomes more conscious of his own wishes as something to be considered before he acts.

3. He begins to understand conflict as interfering with the real interests of both sides; if he clings to the swing while another is on it, neither can swing.

4. He is helped to see a better way—taking turns. He is shown how this takes equal care of all. The ideal of justice, as his elders name it, begins to take shape in his mind.

5. He increasingly accepts this better way to act on, both as his way and as "our" way.

6. He begins, very faintly at first to be sure, to form a conception of the good life, the life that is good to live as music is good to hear. Life on the taking-turns basis is a better kind of life than that conducted on the each-man-for-himself-conflict basis. Justice, his elders say, makes for the good life. The kind or quality of life he should approve begins thus to take shape in his mind. An ideal has begun. "Taking turns," together with what it means, takes its place as part of a growing idea of the good life—the ever-growing ideal by which to judge the consequences of proposed conduct.

7. As he grows older and becomes more of a leader, he begins to accept responsibility for helping to make this better way—"our" way of taking turns—prevail in the play yard.

As we think over these seven steps of social-

moral advance, we can divide them into two groups. Certain of them are properly advances in moral thinking. Others are perhaps better seen as the beginnings of moral habits. Under the advances in thinking we find him learning (1) that others feel as he does; (3) that conflict hurts; (4) that taking turns is a better way, a way that treats all alike; and (6) that there is a life based on the idea of sharing, a life that is good to live. Under the head of doing, we find him learning (2) not to act simply on impulse but to think before acting; (5) to live up to the best he can find; and (7) to accept responsibility for making the common good prevail.

If we stress the present advance of these children, points 4 and 5 stand out—seeing the better way and acting on it. It may be noted that knowledge of this better way approaches children through the teacher from the past experience of the race.

Parents and teachers have to work incessantly on such steps as these every day and all the time. As with the appreciation of poetry, commanding does not suffice. The young will learn these things for character-building purposes only as they accept them to live by. Moral advance means seeing ever more plainly the better ways to behave and acting upon this better insight. We can help our children, but it is what they see and what they accept that they build into character—what they really live in heart and deed.



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What of Ourselves?

AND NOW some questions for adult concern: How can we say that taking turns is right, morally right? What or who is to certify to its rightness so that you and I will accept it?

The answer to this is the same sort of common-sense answer that we give to ordinary questions. Can I think of a better way than taking turns? Can anybody propose a better way, a way that would commend itself as better to reasonable people? Is further or better study likely to find a

better way, a way more generally acceptable?

In the degree that the answer to all these questions is "No," then, I am authorized to accept "this" as the best way known, or likely to be found, for behaving in "this" situation.

And if this is the best way of behaving that reasonable effort has so far found or seems likely to find, then I am under obligation—and we call it moral obligation—to behave that way. I am always thus under moral obligation (1) to find the most promising way of behaving and (2) to live up to the best I thus find.

Suppose some one denies this moral obligation to search and act, how can I *prove* the obligation to him?

Prove is a strong word. But first of all, I don't necessarily have to prove my position to this man—he may be some sort of a crank; I have to convince reasonable people, and reasonable people are usually open to conviction.

If someone should, like John at the beginning of the article, be troubled by the word "moral," I should ask him whether he admits any sort of obligation to act in the manner described. If he does, then we are quibbling over words; we agree on facts.

If, however, John should say "No," meaning that he accepts no obligation either to seek the best way of behaving or to act on it, no obligation to consider the rights and feelings of others, then I should ask him this question:

Suppose there were two societies, one guided by the rule of seeking and following the best attainable way, the rule of respecting the rights and feelings of others, and a second in which people generally refused either to seek or to follow the attainable best or to consider the rights and feelings of others. In which of these two societies could you sleep the more restfully at night? In which would you prefer to invest money? In which would you prefer to rear your children? In short, which society would you prefer to live in? Which would the wisest and best among us choose?

If John still says "No" to the former question, I shall think that there is something seriously wrong with him. Out of pity I may work on him to bring him back to himself; but I cannot admit the value of his thinking. I will go my way.

In these various ways can we let common sense lead us as we face our own problems and as we help our children to face theirs. It is their living that builds their characters. Let us help them as best we can to live lives fit to be built into character. Each victory they win will strengthen them. Each new insight they get and live by will lead them on to further and better insight and living.

School Lunch Investments Pay Dividends



HELEN S. MITCHELL

PRINCIPAL NUTRITIONIST
OFFICE OF DEFENSE HEALTH
AND WELFARE SERVICES

WITH six million youngsters getting a wholesome and nutritious lunch at school, what evidence have we that it has made a difference? Ask any teacher who has witnessed the change in her youngsters. True, you may not obtain scientific data that can be analyzed by statistical methods; teachers in the country schools where lunches have been introduced for the first time do not have access to research methods and facilities. But they see results even if they can't measure them. In the few cases in which the achievement has been measured the results speak for themselves.

One country school teacher was loath to undertake even a simple hot lunch for her twenty-odd pupils. There were no facilities, and she was doubtful of the necessity. The struggling P.T.A. helped remodel the cloakroom to provide space for an oil stove, which someone contributed, and the children brought food from home to supplement that provided by the surplus commodities program. After some months this conservative and rather lethargic country school teacher had taken a new lease on life herself, and she reported all her pupils as doing better work, behaving better, and learning faster. She was convinced that the school lunch had made a difference.

A school in the Southwest, attended by Indian and Mexican children, reports enthusiastically what the school lunch has done for them. The teacher says the playground is like a different place—more games, less fighting, and no more need of policing the playground at recess. "Best of all," she said, "we've been winning basketball games this season for the first time. In previous years our children played well for the first quarter or half, and then they would get tuckered out and lose the game. The last month the boys have won some games; and the girls tied theirs last night, and they were as fresh and active at the end as at the beginning."

A Louisiana school cafeteria manager solicited the suggestions of different rooms in planning the school lunch menus, each room being responsible for a week. This pupil participation increased pat-

ronage and materially improved selection.

One city in Iowa is able to supply more concrete evidence. Twenty schools kept accurate data on attendance for 1939. In 1940, ten of the schools introduced the school lunch and ten did not. Attendance improved by 13 per cent over the previous year in the schools that had the lunch; in the other ten there was a change of only 1 per cent.

A REPORT made before the National Council of Women in Great Britain summarized the results of an experiment. Two different types of meals were served to two matched groups of children. One group received the so-called "health meal," consisting of milk, whole meal bread, butter, cheese, raw salads, and fruits; the other group, which received the stereotyped hot dinner, served as a control. After a year it was found that the children given the "health meal" had increased in height and weight 25 per cent more than the control group. The blood hemoglobin values averaged 93 per cent in the former and 81 per cent in the latter group. There were fewer minor ailments in the first group, as well as less frequent constipation, and chronic skin complaints disappeared.

A consolidated school in central Arizona was authorized to receive surplus commodities for its school lunch but had no other sponsorship to provide additional foods. The chairman of the county nutrition committee knew that carloads of carrots were shipped north from that county but that none were used in the school. She asked one of the big growers for a donation of cull carrots that could not be shipped. She learned that they were to be had for the digging, and when no one could be found to dig them she and two other women dug a ton of those culls and put them in pit storage for the school lunch last winter. The home demonstration agent helped them to work out a variety of recipes using carrots both raw and cooked. The children have not only benefited from the lunch but have learned to like the carrots!

Many more stories might be told of what the school lunch has meant to America's children—not only in better health but in better food habits that will yield dividends in years to come.

The Discipline of Free Men

ORDWAY TEAD

UNPOPULARITY has attended both the name and the idea of discipline for a number of years. Our attitude toward the word and what it stands for has not kept pace with our changing standards.

In old-fashioned terms, discipline was something to be maintained by domination; that is, by the forcible imposition of the desire and will of one person upon others. Anyone who could exercise sufficient power over others to "get results" was considered a good disciplinarian, and his methods were not likely to be too closely scrutinized. Any consideration of the use of persuasion and aroused interest, or any conception of shared enthusiasm toward a common end, was considered totally unnecessary.

With the inevitable reaction from this grim and rigorous concept, modern education, at least in its more uncritical applications, has frequently gone to the other extreme and assumed that one may rely *completely* upon the arousing of interest as a means of obtaining the desired end. The idea behind this second conception of discipline is basically good, but it has been too liberally interpreted. It has great dynamic possibilities, but it must be kept under intelligent control.

The Golden Mean

GOOD DISCIPLINE lies somewhere between these two extremes. It is based upon cooperation and not upon command; to this extent the modern concept is sound. But reliable and continuing cooperation cannot be taken for granted, even when interest has been aroused. It is not so simple as that. Many forces tend to weaken human wills and to dissipate human energies. Our greatly increased leisure, resulting from the mechanization of many tasks that were once required to be done by hand, and our enlarged and elevated standard of living and of material comfort have resulted in much easier and "softer" living conditions than our forefathers ever dreamed of. These conditions have

I NTERPRETING the findings of the Educational Policies Commission with particular emphasis upon the true meaning and value of discipline in the life and culture of a democracy, this, the closing article of an important series, shows parents how to cultivate in themselves and in their children that sturdiness of will and purpose which is America's greatest need in the present struggle.

been paralleled by a relaxation of the strength of family ties and responsibilities, as well as of organized religious influences and fixed notions of duty. Nor can it be denied that the individualism that is so characteristic of Americans has retarded our coming to a collective sense of national purpose and destiny which might bring home to us the actual meaning of discipline. The world scene has changed; discipline is no longer an individual matter. Consideration of the group and its needs is rapidly becoming paramount, not only in the interpretation of discipline but in every phase of life.

All these shifts have been accompanied, naturally, with some confusion. If we are to strike the happy middle point between discipline as understood by dictators and discipline deprived of its essential strength by a free-for-all, easy-going attitude, we must clarify our conception of the meaning of the word.

Facing the Issue

WHAT, THEN, is discipline? *Discipline is a conscious effort to influence conduct toward compliance tending to a desired result.* This includes the ordering of all processes that will lead to that result. *Discipline is the fundamental ingredient in that more affirmative total attitude known as morale.* When we characterize the morale of an individual or of an organization as "good," we mean that the individual or the organization is in a state of mind to submit willingly to the requirements of a preconceived plan toward a preconceived end; in other words, we mean that the individual or the organization is well disciplined. The element of direction, aim, and purpose is the central thing to keep in mind. This applies to self-discipline as well as to discipline imposed from without.

Any discussion of the subject involves, therefore, a consideration of the ends and aims that have been consciously formulated for some specific purpose. Good discipline includes the stirring of popular desire and a clear conception on the part of the group of the results for which the effort is undertaken. There has to

be general understanding of the methods and procedures to be employed and of the total supporting conditions, physical, mental, and environmental, that are necessary to achievement of these results. And, finally, good discipline requires the periodic injection of a stimulus to persevere.

This conception of good discipline takes into account what the old conception overlooked—the value of the dynamic and creative forces in human nature. Moreover, it brings into the total picture the idea of *group* discipline, *group* cooperation, which is our greatest need today. People used to discipline themselves to attain personal salvation; now they are learning to think of themselves as organically related to a society in which a disciplined ordering of the individual life is a necessary preliminary to the achieving of communal unity.

On the National Level

IT IS at this point that our national need for an increasing sense of national unity for large ends jolts us into a new and sober examination of how we may discipline free men in a democracy by democratic means and for democratic ends. If the elements that go to create good discipline are now thought of in national terms, it will be seen that questions of national purpose and of the ways and means of so ordering our national life as to arouse desire for the realization of that purpose are basic questions for a democracy. A backward look at causes may suggest some weaknesses that we are all now eager to correct. But the urgent need is for a far more universal understanding of how to get discipline in the sense already defined. The urgent need is for a fresh examination of the detailed ways and means of building true discipline soundly into our national life and our national character.

We are fortunately not without knowledge of the direction in which we are going or of the steps we must be willing to take. Good discipline for both individuals and communities requires intelligent rules intelligently understood. It requires standards of excellent performance at all the jobs needed to support the social effort. It requires physical health to assure full energy and vigor in performance. But whether we are thinking of the individual or of the community, none of these desired and necessary conditions can come to pass by anyone's decree. Domination does not create desire. Dictation does not assure a will to cooperate. Bossing looks only to results and not at all to the means by which the individual is prompted to get the results.

The processes of discipline require that people's minds be informed, their emotions aroused, and

their wills focused. These processes take place by a sharing of experience guided by explicit purpose. The act of building up this total shared effort and outlook in an informed and willing group is in itself the actual process of democracy going forward. If people are to devote themselves to a larger cause sufficiently to subordinate their immediate and personal desires—if they are to work zealously for the corporate good—they must know that good clearly enough to share it; they must have enough of a stake in the cause to want to sacrifice for it. There is but one condition that guarantees this; namely, democratic choice of ends and aims by the persons involved. The effort to decide what is the public good, to interpret this widely, to apply the rules, to work out the methods, to judge the individuals, to impose pen-



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alties for delinquency, and to reeducate those who have departed from the rules—these *are* essentially democratic processes, provided that the electorate is allowed from time to time to re-voice its judgment about all these matters and the ways in which they are being handled.

Good discipline and the means of its attainment can be readily seen in the activities of any good football team or in the conduct of any good fraternity. The subordination of the individual to the group means the releasing of the individual to his best expression through the group. Team play means shared, joint endeavor. Good team play exemplifies the democratic process. It also exemplifies splendidly the effective processes of discipline.

All this is not to ignore the point that good team

play also requires the coach, the captain, and the quarterback. Neither personal discipline nor group discipline can be spontaneously invoked and successfully realized. There has to be sustained thought, planning, and stimulation; the disciplinary process must be wisely applied to get the best results. Someone has to take the lead and give the training, and the normal person senses the need for this. And if for any reason the normal person is not sufficiently disciplined to sense this need, the educational aspects of discipline for that person have to start farther back in his total life training. This is most important to see, because in the complex organization of modern life we are forever bringing persons into organizations with the aims of which they are unacquainted, asking them to assent to the necessary disciplines, and being disappointed at their failures to comply and at the meagerness of the loyalty aroused. Indeed, each newborn child presents exactly this problem in his human relations, first to his immediate family and ultimately to the national community. Successful initiation and induction mean much to the later success of discipline. For there is no escaping that process, however much interest and loyalty may be present. Staying at the task to the very end—interest can help in this. But interest flags; attention wanders; fatigue sets in before the job is done. Here is the point at which we have to be “tough” with ourselves, both personally and communally. Here is the point at which the need of discipline becomes obvious. Free men are not free from discipline. They are free only in and through discipline.

Getting Down to Cases

HOW, THEN, within the family, is discipline to be utilized so that the child and society will both gain?

The first answer is that the first task of a family education has to be gone at in *family* terms. A good home cannot be run like an institution. Fellowship, love, warmth, consideration, security—these are peculiarly the emotional benefits derived from a happy home. Because there are different age levels, differing levels of maturity and interests, any strict regimentation of home life for children would defeat the desired purpose. The pattern, nevertheless, can and should be present in the minds of parents; and it should be applied with attention always to the dynamic and unfolding realities of each child's personality.

The pattern consists of (1) the clear assignment of duties adjusted so as to be a real but not too heavy tax on the child's powers; (2) the assignment of duties that have functional, social significance apparent even to the child, and (3)

even-handed, even-tempered, and evenly sustained supervision to assure that performance is up to standard, to offer praise, to encourage and elicit effort in moments of boredom or fatigue, and to reward on a basis of results and in terms that the child finds appealing.

If children are to experience all the requirements of this pattern, the responsibility is, of course, squarely on parental shoulders. This is a tough job, but surely it is *the* educational job of the home. The home exists for its own sake, and its purpose of fellowship is its excuse for being. But the home also exists as a “vestibule school” for preliminary training of all members of the family for a larger fellowship and a larger community. Disciplined citizens coming out of such family experience *are* democratic citizens—responsible, self-propelling, collaborative. Such citizens, and only such, can be good citizens of a social democracy. And only in a loving home can the willingness to be disciplined and the sense of reality that comes from having been held to tasks or taken to task be imparted.

The popularly mentioned “softness” is a softness of parents—not of children. It is another name for parental failure to be good supervisors in the home—to supervise the completion of real tasks, thoroughly and promptly done, and done with a certain gracious alacrity because the total atmosphere of the home is one that encourages cheerfulness and makes any sullenness or reluctance show up as alien to the customary mood of family fellowship.

If the pattern of experience that gives rise to a disciplined character sounds impractical because the necessary tasks have been taken out of the home, the answer may well be that we must bring them back. That a certain basic biological experience of muscular effort is essential for muscular development is obvious. Yet the extension of that developmental experience into further aspects of personality training is not yet so widely understood as an essential part of education. If our home conditions do not supply the setting for activity that assures character development, the damage amounts to suicide; and we had better quickly supply homes and home environments in which the processes of discipline can become a reality that is tough, stern, and genuine.

We are, in short, headed for a new stressing of discipline both in education and in living. But it will, if properly exercised, be a process integral to the experience of freedom and of democracy. It will be self-imposed and willingly assumed, because the individual will feel himself to be but part of a large social whole. He will come to feel himself a lost self, a literally lost soul, apart from his loyalty to the whole.

The Challenge of Total War

WM. MCKINLEY ROBINSON

TIMES like these make us all wonder, both as individual citizens and as members of organizations, what is the most effective contribution we can make to our country's eventual victory and permanent welfare. The parent-teacher association, fortunately, need not look far afield for its role. Its leaders all over the nation, as well as the thoughtful and far-seeing contributors to its national magazine, have repeatedly pointed out that one of its chief functions is to maintain its regular program "on an even keel."

Most of us, however, are eager to do something specifically identified with the emergency. This is natural and right; but here, too, the parent-teacher association can find valuable aid within the boundaries of its own organizational activities. The coordination of the parent-teacher program with the national war effort is strikingly efficient.

The Range Is Wide

ONE OF the most pressing needs of America today is good nutrition. Parent-teacher groups are already at work in the promotion of study and the dissemination of information in this field. In natural sequence follow projects in home and school gardens, school lunch programs, and canning for home and school.

Another problem that arises as a result of war conditions is the shortage of doctors and nurses. All citizens now have need of first aid skills and of grounding in the principles of home nursing. The P. T. A. may and does interest itself deeply in making both available.

Moreover, the schools, especially in rural districts, present an ever-complicated question to the alert parent-teacher organization. The shortage of good teachers in our rural schools is as much a matter for deliberation and wise action as is the shortage of medical and hospital personnel. The U. S. Office of Education predicts a shortage of 50,000 rural elementary teachers for the coming school year. Parent-teacher units can offer a significant service by commending the teaching profession to some of our abler young men and women. They can do much to insure the maintenance of high standards for teachers, and they can greatly increase the attractiveness of teaching as a life work by furthering cordial relations between the home and the school.

Two Types of Safety

SAFETY in the physical sense is a topic that requires continuous emphasis and is especially important today. Reliable, up-to-the-minute information about new and unaccustomed dangers to life and limb and the accepted ways of combating them should be given to every citizen.

But there is another type of safety that is perhaps even more in need of attention, since the minds of parents have long ago been made aware, to some extent at least, of the necessary physical precautions. This is mental and emotional safety.

It is a matter of immediate concern to all parents and all teachers that our children be safeguarded against the racking anxieties to which the war may expose them. A parent-teacher program for morale might very well be built upon the following suggestions:

1. Act upon the principle that our children are being prepared for a world at peace, not for a world at war.
2. Avoid teaching hatred and revenge, either directly or by implication.
3. Exercise care about the tone of voice used by adults in discussing the war in the presence of children; about the amount of time given to discussing the war; and about the spirit in which the necessary sacrifices are undertaken. Guard against ceaseless and carping criticism of our own war efforts and those of our allies.
4. As far as possible, approach life positively and constructively. "Fight for" rather than "fight against." Emphasize our mechanical and scientific advances in their constructive rather than in their destructive roles. Call especial attention to radio programs, newspaper articles, and good cartoons which deal with topics other than the war.

Life Must Go On

IT IS supremely important to hold on to the principle of a normal routine of activities and responsibilities. Proper food, adequate sleep, and plenty of happy, wholesome recreation are needed.

Our young people, too, need to have a real part in the war program; without being exploited, children can be encouraged to help in many of the war activities open to them—the Junior Red Cross, for instance. The emergency touches the lives of all of us; it affects every aspect of our lives and the lives of our children. But it may be made a means of growth. Let us turn it to good account in the development of children.

A. L. CRABB

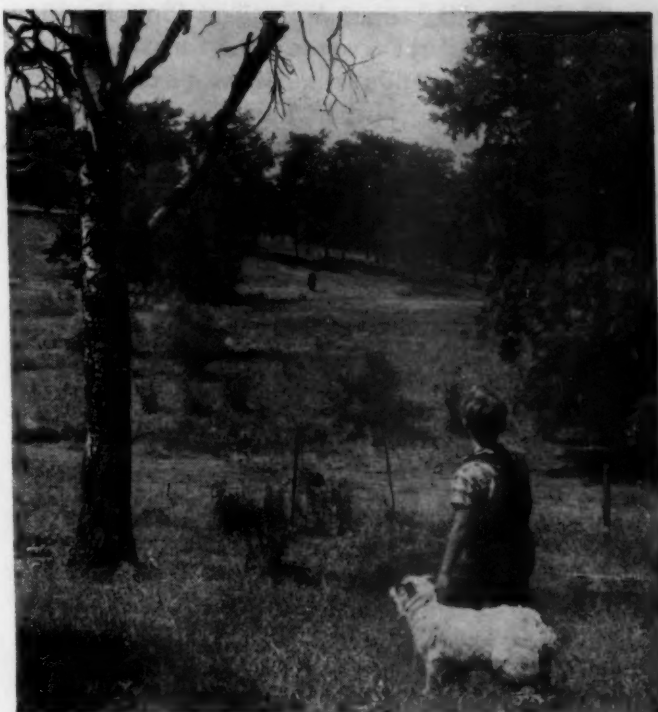
I WENT to the school at Plum Springs for the conventional period. Regarding the school as coolly as I can against a generation of time, I make one complaint and only one. I am aware that the Plum Springs School violated with impunity those standards which are the special joy of the exhorters of the "education" courses—and as such an exhorter I am not without merit. Still I make but one complaint. I can read well. I write a smooth and legible hand. The earthy phases of mathematics do not baffle me. I rarely misspell a word. Generally, I know a hawk from a handsaw. As far as I am concerned, except for that single complaint, the Plum Springs School was successful. I am a literate person.

I am not sure the school was a major influence in my learning to read and spell and cipher, but even if there were other influences that promoted my literacy I shall not quibble. The credit goes to Plum Springs. And it needs it! I was by there Sunday, and it needs credit. It hasn't much else. The giant scrub oak under which we ate our dinners is gone, and two of the tall sycamores in the bottom no longer gleam in their chaste whiteness. Erosion has just about finished scalping the slope that falls gently to the Sycamore Bottom, and the exposed clay bears the color of one scalped. The plum trees that clustered about the spring didn't live long after the spring died, and the building looks shabby and misshapen and senile. It needs credit, and I give it.

I make, though, one complaint, one serious complaint; and in that is suggested much of the woe-begoneness of Plum Springs today.

As best my memory runs, no teacher at Plum Springs during the entire time I went there ever mentioned that beauty existed in the world and that it might be a desirable thing to look for it and make some effort to provide for it. I don't believe that any teacher, except Miss Meta Lucas, ever put a bouquet of flowers on the desk. I suppose she did it to satisfy her own craving for beauty and with no concern as to the satisfaction of anyone else's. At least there was nothing to indicate that the general situation was in her mind. We never had any pictures on the wall other than those that advertised something. I remember that one day at recess—only a few of us were in the room—Ida Spalding tore from the wall a gaudy calendar, whose blatant mission it was to publicize the virtues of certain fertilizer, and crammed it hurriedly into the stove.

"Don't any of you tell Mr. Haynes," she said,



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I Make *BUT ONE* Complaint

"but I just can't stand that thing any longer."

Mr. Haynes missed it and made inquiries, but we kept faith with Ida, and I doubt if she was the only one to find a subtle sort of pleasure in regarding the wall whose bareness the disappearance of the calendar left uninterrupted. No teacher ever told us that there was beauty in the countryside about Plum Springs, enough beauty to thrill one's soul if one had not been insulated from it.

PERHAPS I should tell you something of the Plum Springs country. It was a community of nice people. They were not very thrifty, it is true, but they were orderly, well behaved, and very hospitable. There were no feuds in Plum Springs. I don't recall any quarrels of any importance. Everybody spoke heartily to everybody—and usually of everybody. We had night programs frequently at the schoolhouse—spelling matches, singings, and the rest—and not once was there, as I recall, the slightest unseemliness in the conduct of those present; not once.

And that, dear friends, was something in the

rural schools of the time! A picnic at Plum Springs was a picnic, and not a rendezvous for roughnecks or an excuse for vandalism. I never heard of disorder at either the Baptist Church or the Cumberland Presbyterian. There were no drunkards in the community, and one would have had to go outside to hear much profanity. No boy in the Plum Springs school of my time smoked; I do remember two who chewed tobacco, though never at school. We did sometimes, as a matter of fact, regard Mr. Keller and Mr. Madison Elkin, and Mr. Gray the blacksmith, as queer. They were Republicans. But when our minds shifted from the political routine we knew they were like us and of us. The people wished success to come to their neighbors. Jim Elkin made a trip to our house once especially to advise me "to go off to college." He stated baldly that he didn't think I had what it took to be a good farmer. "Too dreamy in the mind" was the way he put it. He thought I'd make a serious mistake not to go. Fred Miller's father heard that the matter was being considered, and he rode over to tell me that if I needed any "extra money" he might be able to raise it—and he did, when two or three years later I really did need it. These are but personal samples of the neighborly attitude and kindly nature of Plum Springs people.

The community lies in a sort of basin, surrounded on three sides by ridges. On one side is the long ridge that one climbs to reach that plateau on which are Boiling Springs and Penn's Chapel; on another, the ridge over which is Sand Hill; on another, Cook's Knob and Spalding's Knob stand as everlasting sentinels guarding Plum Springs; but on the fourth side the land lies gently rolling out to Grider and the railroad at Bristow. The section's two major roads crossed at Plum Springs, and, of the four routes, three climbed up the ridges.

PLUM SPRINGS used to have much fine timber, but it is gone now. Nature is trying to grow some of it back but seems a bit discouraged. The farms were not very good then; they are poorer today. The reiteration of corn and tobacco, corn and tobacco, with now and then an interlude of wheat and sorghum or oats, has written an eloquent story on the face of Plum Springs earth.

But there was beauty in Plum Springs, and there still is. Art Simmons lived up on the ridge high above my home, and from that point stretched a view of overwhelming beauty. I know it now. I must have suspected it then, for I never passed without stopping a moment for an eyeful. Down on a shelf of the ridge in plain view was my home. On and on the view stretched, on past Plum

Springs, past Grider, past Bristow, past Oakland, and on until it was finally lost in the blue haze. In that view the ugly places were softened and blended into the general beauty. I have, in winter, stopped there and climbed the Simmons gate so as to get a clearer view of that panorama, with snow carpeting the ground as far as eye could see; in the spring, with the dogwoods flinging their banners of white in all the thickets and woodlands against a great curtain of green; in the summer, with the tawny tassels lifting above the fields of corn and the heat waves billowing in the sunlight; in the autumn, with the corn shocks standing row on row and the goldenrod flaming in the unused fields and by the roadsides. There was a coal mine back behind Sand Hill, and the drivers of the coal wagons always stopped by the Simmons gate, presumably to rest their horses—though that was odd, since the road started down the ridge immediately ahead. I think that most of the people who passed there stopped to look out but never knew how close they were to beauty itself. There was a magnificent sweep of country opening out from the high hill back of Frank Spalding's home, and another from Cook's Knob, and still another from Crandall's Ridge. Notwithstanding all this available beauty, it was never mentioned in the Plum Springs School. We were indoctrinated in the virtues of the Revolutionary War but never in Plum Springs beauty. That is my complaint.

THE SCHOOL opened usually on the first Monday in July and closed on Christmas Eve or just before, so the school itself had no part in some of the community's most exquisite beauty. Sometimes, though not often, we had snow while school was in session; but all the use we made of it was for snowball fights. I was remotely sensitive to the magic of snow in blotting out ugly and scarred spots and bringing them into a oneness of beauty. I have watched with a sort of inward wonder the transformation wrought by a blanket of snow upon an ugly barnyard or a neglected and decrepit fencerow. But no teacher at Plum Springs helped me watch that transformation with clearer vision. Nor did any teacher ever hint of the miracle the dogwood and redbud would work when spring burgeoned in Plum Springs copses and on Plum Springs hillsides. Nor did anyone ever suggest such things to me except my mother, who had



an eager though unformed feeling for beauty. The school did run through a season of beauty, a bit sad, a bit poignant, but soul-lifting—the beauty of autumn. But the school never knew it.

My memory tells me a strange story of those Plum Springs autumns, and I've seen them since. I know that a word fitly spoken by our teachers concerning the beauty that was everywhere would have added cubits to our love of home, but that word was never spoken. We knew vaguely that there was all about us a lovely mystery, but no one ever helped to give that knowledge either form or content. The sassafras leaves turned the thickets into a scarlet blaze, and the gum trees were wine red. The woods that grew on the side of the ridge in front of my home became, in the sunlight, a great Persian shawl. I know now how beautiful were the sage grass and the life everlasting in the old fields. But the clearest memory of all is the goldenrod. Mr. Elihu Stone had a great field that reached from the Elm Tree clear back to the Pawpaw Spring. I do not remember that it was ever planted in anything, corn or tobacco or oats. It was too poor for that, but it was rich enough to grow the finest goldenrod I ever saw. The times I have sat on the fence at the Elm Tree, the afternoon sun slanting low in the western sky, its rays catching the gold that glorified a hundred sterile acres! Sterile? The times I have sat there! And in the sunlight above the goldenrod the cobwebs gathered in fairy tracery. The hills back of Pawpaw Spring were silhouetted against the tender haze of Indian summer. The times I have sat there and looked! If someone had only told me that I was communing with Beauty itself! But no one ever did.

WE SANG SONGS at the school, often; but I realize now that most of them were trivial. I am convinced that a trivial song is better than no song, but why didn't we have at least one teacher who knew that a trivial song was trivial? And why didn't we have a teacher, at least one teacher, whose standards of music didn't stop completely with volume? Except for some hymns, and too few of them, I never heard a really distinguished piece of music till I was past grown. I am not now thinking of symphonies or concerts but of simple and enduring songs: *All Through the Night*, *Annie Laurie*, *Londonderry Air*, Brahms' *Lullaby*. It sounds inconceivable, but I never heard *My Old Kentucky Home* sung at Plum Springs, nor did I hear *Swanee River*. Not once did the gay lilt of *Susannah* sound in our school. Not once those plaintive songs of the Civil War, *Tenting Tonight* and *Listen to the Mocking Bird*. We sang often, but I can't remember what.

The school had no musical instrument. There were two or three parlor organs in the community, but no piano. The community had one banjo picker of local renown, and two fiddlers. Mr. Gray the blacksmith was really an artist with the harmonica, but the pieces he played shamed his artistry. At the two churches the great hymns, such as *Rock of Ages* and *Lead Kindly Light*, were almost never heard. The singing was carried on with great vigor, but I sensed then and know now that neither the words nor the music lifted much above the level of doggerel.

THE NIGHT air was clear at Plum Springs, and when there were no clouds a silver moon swung through a rich and lustrous sky; or else in that sky uncountable stars glowed with a sort of celestial warmth as they traveled their serene course. Of the beauty and majesty of those heavenly bodies we were never told. Sun, moon, and stars had no part in the school at Plum Springs. The sunsets, glorious ones, served for us only as harbingers of the weather. They told us whether it would or wouldn't rain, whether it would turn cold or remain warm. But they told us no other story. Lightning and thunder and wind in the trees had no kinship to beauty.

I had an air rifle then, and its main use was to torment birds. I took it to school once and Mr. Haynes took it over for the day. He was afraid I might maim a schoolmate. Any damage to birds by its use would not have concerned Mr. Haynes—nor anyone else in Plum Springs. I know that later teachers have given incalculable service in educating children as to the utility and beauty of birds. That service was active in some places even then, but not in Plum Springs. And yet I have not in a decade seen a boy fire a gun or throw a stone at a bird, not anywhere. It is a remarkable tribute to the ability of teaching carried on patiently and along an even front to revise the attitudes of children.

I could continue with the inventory of my complaint, but you see what I mean. I love those old Plum Springs days. Doubtless, the years have touched with soft silver some spots that were drab then, but seen in this perspective I find in them a sort of noble beauty. I make, though, this complaint—that the school at Plum Springs, which could have been the community's most potent agent in the discovery and spread of beauty, never recognized its opportunity and obligation, nor was it ever conscious that the materials of beauty were ever at its hand. It had but to reach out and, lo, there was Beauty available in great store for the enriching of the lives of Plum Springs children. Available, but never used.



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ADA HART ARLITT

both in amount and in value from week to week and from month to month produces insecurity.

If there is an atmosphere of serenity at home, if there is a great deal of love and affection and steadfastness of faith, economic insecurity affects the family very little. On the other hand, if there is a general sense of insecurity at home, if the parents are constantly rushing out to do various kinds of war work and leaving their children at home alone to get on as best they may, there is an insecurity that makes economic disturbances far more potent.

The Haven of Home

THE MOTHER who is at home when the children come back from school and who can be counted upon to be at home when her husband returns from work

What Shall We Join Now?

SOME day we are going to take the position that there should be an organization to curb the formation of any new organization when an old one can take its place! In other words, we are going to join an organization against overorganization. In fact, we take this position now, because if there ever has been a time in the history of the world when the homemaker was needed at home because she could give so much valuable service there, this is the time. This is not to say that homemakers should not give whatever service they are capable of outside their homes, but certainly the other members of the family will need the homemaker more now than at any time since World War I.

The home is the one place where children and their parents can be secure today. Economic security is impossible. The changes brought about by conversion of plants to wartime industries have caused many layoffs in labor and will necessitate many readjustments in budgets. The change back to peacetime conditions will mean another economic adjustment, with changes of jobs and further changes in the budget, sometimes up and sometimes down. Money that can be counted on to come in at a steady rate, even though in relatively small amounts, gives security. Money that changes

—who greets her husband and her children with the warmth that comes from constant affection and faith—makes that home a place to which everyone returns with joy and leaves with a sense of regret.

A parent at home who listens to fears, new and exciting experiences, stories of social contacts and how these were made, and other confidences adds greatly to the stability of the whole family. The home is one place to which people come to "be built up." This takes time and thought. A homemaker who is harassed, rushed, or overburdened with organization activities, has neither the time nor the nervous stability necessary to listen calmly, to build up each member of the family sufficiently, and to send them all out again to meet the world with courage and intelligence.

NOW that the war has invaded the children's world, we must look at home for the comfort and security it is our duty to give our boys and girls. A good home, strong in the steadfast values that make for character, is their chief bulwark against disaster. In this article an experienced parent educator gives voice to a warning, the response to which will go far to determine America's effectiveness in meeting the present national emergency.

Psychological values are not the only ones of importance; economic ones will become increasingly so. When goods are scarce and quality poor, the homemaker's time must be used to compensate. Beefsteak takes fifteen minutes to cook, but pot roast takes two and a half hours and a "hand with seasoning." When poor materials must be purchased because wool is required by the army,

the homemaker must use her ingenuity both in planning the garments and in finishing them. If ready-made clothes are bought for a small price, the homemaker must finish seams, sew on buttons, adjust collars and cuffs, and overcast seams. All this takes time, for which there is no substitute.

Money that used to be spent for clothes and for time-saving gadgets must now go into war bonds and stamps. Jobs, in the home or elsewhere, must be found for the younger children to earn the money that they put into war stamps. We must help the older children not only to find jobs but to keep a high standard for their performance. There is no substitute for a family that is trained to do as well as possible everything it touches.

Not only what a family saves but the way in which it buys will affect inflation, to some degree at least. Wise buying and wise saving act as a check against inflation, although other factors enter into this serious economic condition.

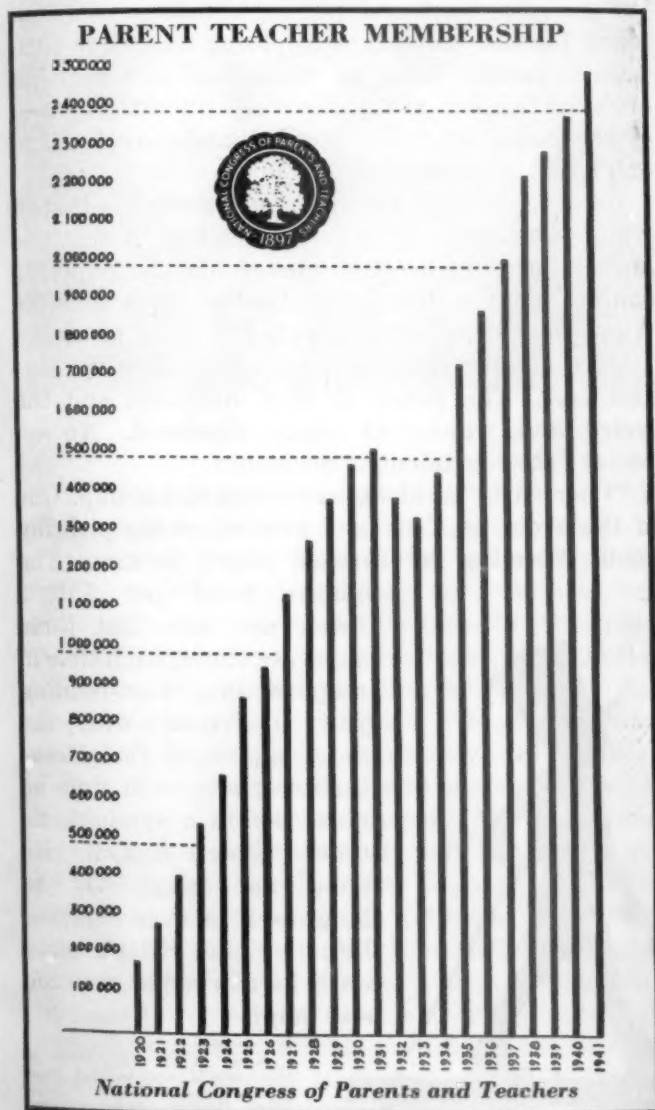
Our Homes Are America

THE MORALE of a country simply means the morale of its individual homes, and for this there is no substitute. Battles are won or lost not only with men, tanks, and guns but also, and more largely, with the rising or falling of the morale of the country behind the men. The heroic stand of our men in the Philippines is only one illustration of the value of morale. When the homes of a country become excited, nervous places in which money is spent unwisely and in which there is no emotional security, the morale of the country is lost.

No homemaker who gives a large amount of time to her family need fear that she is not making a contribution to victory. She is making one of the finest that can be made.

Every new organization will attempt to get a large membership. Old organizations will seek to increase their membership in order to be more impressive. Both of these will demand the membership of both the fathers and mothers of families. Resistance to these demands will not be easy, but there is a definite basis for selection. "Does this organization actually further the welfare of the home, school, and community sufficiently to make the sacrifice of certain home values worth it?"

Organizations like the P. T. A. are of lasting value before, during, and after any war. Any organization that passes the test passed by the national, state, and local parent-teacher associations is infinitely worthy of support. So are many other organizations, and these deserve our support. Let's give as much as we can—but our homes come first. If the home values are to be sacrificed, it must be for a purpose infinitely worth while.



Family Recreation for These Times

FAMILIES today are about to have an excellent chance to rediscover what family life really means. There will be more and more time spent at home as commercial devices for travel and amusement cease to be immediately and generally available.

This being the case, it behooves all thoughtful parents to give consideration to every possibility of family life in the direction of shared entertainment for all members.

Dramatics.—Children may write and produce their own plays. Household furnishings and adults' clothing may serve as materials for costuming. All children like dressing up in their parents' clothes!

There are many simple forms of dramatics. One is the old-fashioned charade, in which individuals or small groups "act out" each syllable of a word.

Stories may be dramatized. Songs, too, may be dramatized or presented in costume. Pictures may be dramatized as tableaux.

Story Telling.—Story telling is always excellent. A good combination of this form of entertainment with that just described is having the story illustrated in pantomime or in dramatic action.

Crafts.—An entertaining game for an evening's fun is "Let's Raid the Pantry." Each member of the family takes something from the pantry shelf. Out of this he must make something that will entertain the family later in the evening.

The possibilities of this game are unlimited. For instance, Father may find an empty tin can. From this he can make a lantern—just the thing for a blackout, a spotlight, or use on a dark night! Sister may discover a box of shell or star macaroni, out of which she can make necklaces for Mother and Baby Sister. The younger children may create a really good puppet show out of dried fruits, pipe cleaners, and an old packing-box (to serve as a stage). Dried prunes, apricots, apples, and raisins make wonderful insect or animal puppets. Potatoes, carrots, and other vegetables are also useful.

Mother has found a can of popcorn and is making popcorn

balls. Then what fun! All the family may assemble—Mother and Baby Sister resplendent in their macaroni necklaces—to enjoy the puppet show, which is lighted by Father's lantern, and to munch popcorn balls!

Table decorations and greeting cards made at home are a delight. A large book of wallpaper samples is a veritable treasure-trove for this purpose. If its pages are large enough, such a book has a variety of other uses, which ingenuity will suggest.

Cooking.—Cooking is becoming more and more popular as an avocation, not only with girls but with the sterner sex! A little novelty is usually all that is needed to interest the youngsters. To cook something unusual or something accustomed at an unusual time will do the trick.

Music.—Singing games may be revived from the parents' past and put to hilarious use. Not many families nowadays are large enough to compose a family band or orchestra, but such an organization can always be made up with the help of the neighbors. Harmonica bands are fun and don't cost a great deal.

Games.—A very funny "paper game" is that in which one child draws the head of a figure—animal or human—and then folds the paper to conceal what he has done! Another then adds the trunk and arms and conceals his work also; and a third completes the portrait by adding the legs and feet. The paper is then unfolded and the weird and wonderful result disclosed. No especial drawing talent is necessary.

"Poor Kitty" is always amusing to a group. One of the group is Kitty and goes meowing pitifully about, kneeling before each player in turn. The player must pat Kitty's head, not once but three separate times, each time in response to a heart-rending yowl delivered with the most anguished facial contortions; and each time he must say in a sympathetic tone, "Poor Kitty!" He must not laugh. If he laughs—if he even smiles—he must take Kitty's place until he can make someone else laugh.



Many of the suggestions in this article are adapted from *Home Again: Family Fun in Home Defense*, published by the National Recreation Association.

PHYLLIS FENNER

HORIZONS

Unlimited



© Ewing Galloway

WHAT preparation should a boy have if he has to leave school at fourteen to go to work?" was the question asked of an Oxford dean who was speaking in Boston several years ago. After a moment's thought he replied, "Give him a good reading knowledge of his mother tongue and teach him to sing and draw." And someone present added, "Such a boy would have ever new eyes, new ears, and a new vision of life."

It is as true today as it was yesterday that by reading we widen our horizon. We visit other countries; we learn about strange things; we perform magic and heroic deeds. Loyalty, generosity, justice, courage, honesty, kindness, leadership, unselfishness, endurance of hardship, feats of skill, humor—all these enter into our experience through the books we read, and we respond with an outflow of emotion that is in itself an enriching experience. Thus it is with adults. Thus it is, in even greater measure, with children.

Nor is this all. Literature contributes to the development of a feeling for language, in that it presents the reader with vivid sensory imagery, pictures, odors, feelings, and sounds. What child—or grown-up, for that matter—can read "and those were the days when mighty beasts moved through the marshes" without feeling the majesty of words?

Some parents report that their children are interested in active play and sports rather than in reading. But the two are not mutually exclusive. Children who are fortunate enough to be wisely guided find their natural interests represented in their reading—their delight in sports, in animals, in humorous incident, in heroics and adventure.

Facts have a strange fascination for children. They like to know of the world about them. And they want their facts straight, not doctored up and "written down" to their supposed level. "Have you a book that tells if squirrels come from eggs?" asks the seven-year-old of the librarian. And when the child wants a fact he wants just that; he does not want a pretty story about Squirrel Nutkin. There was a time when parents and teachers felt that they could live up to what children expected of their elders only if they answered, or attempted to answer, all the questions the children asked. But in recent years there has been a wholesome emphasis on the fact that a child gets real pleasure out of discovering things for himself and gains in the process much that is of definite value. This being the case, we need to make more books available to the child—books he can read for himself. That is why we need the library. And that is why the child needs not only a reading habit, but a library habit.

What Libraries Are For

THIS, THEN, is the problem set before those of us who care for both children and reading, to awaken through books the imaginative and the unimaginative child alike to a larger world than the one they instinctively know—to give to the one the wonder of reality, to the other the wonder of romance."¹

¹*Reading with Children.* Anne Eaton. Viking.

The library in the school serves as an introduction to libraries in general. It should therefore be such a pleasant place that the children will always think pleasantly of libraries. It must help create in them the library habit, so that when school days are over they will naturally turn to the public library for what they want to know.

The public library, too, must foster a friendly feeling so that children may never feel anything but at home there. Parents can help in this by taking their children to the public library as soon as they are able to read. But guidance can be overdone. Skilled librarians are unanimous in this advice: Let the boys and girls choose books for themselves. They know better than we what they want to read. We can help them by our enthusiasm, however, to read those things which we as youngsters found good. "Enthusiasm—an eagerness to share something dearly loved with someone else who will love it—there is nothing in the world so persuasive and so powerful."

Today the public library is the cultural center of the community. There one finds not only the books of fact, but the books that carry one away from this topsy-turvy world. (Even children need escape these days.) The importance of books is shown by the fact that dictator nations take possession of those they consider subversive and burn them. They know the influence of the printed word. Lucky are we to have libraries that circulate books on all faiths and creeds and political beliefs. One of the things the people from Europe marvel at is our libraries, from which with perfect ease a borrower may take not just one book but more than one. Some libraries even circulate phonograph records, pictures, pamphlets, magazines. Surely there is no institution more worthy of support than the library.

Children's rooms, story hours, special exhibits, radio programs broadcast from the libraries—these are some of the many special services rendered. Children going away for the summer need book lists for their reading. Ask the librarian. She will be glad to give them the benefit of her experience.

Help the Libraries to Help the Children

THE parent-teacher associations in a community can render an enormously valuable service by supporting to the fullest the public library. If the town has no library, the parents are the ones who should be most interested in establishing one for the sake of their children. There are rental libraries for children in many communities, but they are often pernicious in that they aim to circulate, not the books that are best, but the books that bring in the fattest rental fees. In a town

with a good public library, circulating libraries of this sort do not flourish.

Parents can help by keeping themselves informed about current books for children. Remembering that out of today's new books come tomorrow's classics, they must realize that the *Doctor Dolittles* and the *Good Masters* of today may be better reading for their youngsters than the *Swiss Family Robinson* we are sentimental over. If parents would read the reviews of children's books as they come upon the market, there would be more intelligent choosing done. For it is not through the libraries that boys and girls become acquainted with cheap and tawdry books, with serials and comics that are trivial or worse. The children get those through their homes, more's the pity. How much better it would be to buy them a few good books that they can reread with joy than to buy twenty Nancy Drew mysteries that merely create an appetite for more of the same kind of stimulant!

Parents can help, too, by sharing books with their children. Gone are the days when the family read together as a family; yet now as never before are there books that can be shared and enjoyed almost equally by young and old. One has but to utter a wish, and from the public library will come *Mary Poppins*, *Wind in the Willows*, *Shen of the Sea*, *To and Again*, *The Reluctant Dragon*, *Smoky*, *Lone Cowboy*, just to mention a few—stories the whole family can enjoy together. In a recent literature test of sixth graders it was not difficult to detect the children who had been read to at home. Their background was so much richer, so full of nice recollections.

A Danger Zone

AS FOR the problem of comics, it is not an easy one to solve, for such literature represents the trend of the times. Parents themselves often give preference to the photographic magazines, which require very little reading effort, and the various digests, which give them only abstracts and short



articles. The comics, in a way, are but a variety of these. That is, they are adventures in pill form. Parents who read predigested articles and prefer looking at pictures to reading cannot be too critical of their children if they do likewise.

That the comics distributed today on such a vast scale are bad is self-evident. With their cheap "art," crude coloring, and distorted ideas, they represent almost everything that one does not want a child to read or look at. Yet children read them hungrily. This is not strange, for in the so-called comics they find adventure, excitement, achievement. That is, they find exactly what their elders used to enjoy in the fairy tales which to an earlier generation spelled enchantment. But the fairy tales did not yield their treasure in return for a swift glance. Moreover, they did have beauty of language, they upheld moral values, and they were full of wholesome humor. There was plenty of horror and bloodshed in them, but these elements were subordinate to a plan and purpose that went far beyond the tempting of a primitive appetite.

What makes the comics pernicious is their effect upon children's habits. Given exciting adventure in tabloid form, will a youngster ever go to the extra effort of reading lovely descriptions and following well-worked-out plots and characters? Already children complain that stories "take too long to get into." Will they want to read stories of a less exciting nature, and yet more real withal, when for years they have read nothing more substantial than the impossible stories that fill the lurid pages in the comics?

The Safety Zones

THE ANTIDOTE for the comics is good books. And more good books. And not just good books in the libraries. The libraries are doing their duty nobly. They have only the best books for children. It is the home that needs to provide the comics with competition. *Homes must supply more good books.* And the grown-ups in a home need to share their books with their children. A child who loves good books and has a store of them

within easy reach will not be influenced by the comics to the same extent that other children are. He will at least have developed a degree of good judgment that will help him to recognize chaff for what it is. Attempts to combat the comics with comics that avoid doing violence to truth will not do much as long as they keep on with the bad color, the bad art, the bad encouraging of the picture-reading habit.

The child who reads good books will continue to read good books. That is why it is important to see that the community has a good library. Not only must there be a building for the books, with a place for the story hours, the radio programs, and the reading; the library must have the support of parents who help to get children into the library—parents who are willing to raise funds with which to buy new books and replace old ones, and to hire adequate help to give good service. The story hour may be regarded by some as a "frill," an extra feature added with no thought but that of giving pleasant entertainment. Rather, it is one of the best methods that have been devised for getting children to the library and showing them what a pleasant place the library is. Not only do story hours help build up the library habit; they teach children to love good literature, to listen with pleasure to the music of words, and to think of great books as great treasures they are unwilling to do without.

These are some of the services a library can render. Are they not worth while? Few would deny that the problems of anyone concerned with a child's well-being are immensely simplified when that child is fond of reading and has an appetite for the best that can be put into his hands. But if the librarian is to do her finest work there must be support from those adults who care. Thoughtful parents will cooperate with the library by showing an interest in the books their children bring home, by keeping informed of the library activities, by using the library themselves. The result? A safer, happier community, in which ugliness and falsity do not go unchallenged, because old and young have learned to love the best and to seek it afar.

I HAVE often thought that nothing would do more extensive good at small expense than the establishment of a small circulating library in every county, to consist of a few well-chosen books, to be lent to the people of the county, under such regulations as would secure their safe return in due time.

—THOMAS JEFFERSON



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The function of the P.T.A. in relation to the school

CHARL O. WILLIAMS



© Harold M. Lambert

THROUGH dark night, under skies that may rain fire and over seas that may spew death, the ship that sails in convoy formation is forever alert to integration. The *John Paul Jones* is off the course? The *City of New York* is lagging? The *Pinnacle* has lost steam? There will be shrill calls of "Ahoy-there!"—signals, queries that will bring help.

In no lesser degree do the seaworthy ships that are the forces of our society need mutual understanding and help as they enter the dark shadows that becloud this middle twentieth century. Integration of our efforts—social, educational, and economic—is imperative.

The purpose of the parent-teacher association is essentially one of integration. The organization sprang in the beginning from a need of understanding between home and school. Its primary object, as given in the parent-teacher *Creed*, is "to interest all people in all children and to link in common purpose the home, the school, and all other educative forces in the life of the child, to work for his highest good."

The function of the parent-teacher association in this work is unique because of at least five unique characteristics of the organization:

1. In distribution of membership, it is as democratic as the public schools—it recognizes no special class, property, political tenet, or creed.
2. In geography of membership, it extends from densely populated metropolitan sections to the most remote rural communities.
3. It is the only organization, so far as is known, in which teachers have joint partnership with parents.
4. It is the only such organization of both parents and teachers in which the main object of service is the child, this addition forming a kind of inclusive triangle.

5. It is the only large national organization of lay men and women which throughout the country regularly holds its meetings in the schools.

Democracy of the Association.—If in our public schools are joined "all the children of all the people," in the parent-teacher association are joined the parents of these children. Of all our institutions, the public school best typifies the American ideal of equality of opportunity. Of all organizations, the parent-teacher association perhaps comes nearest to being a cross section of adult America. In ideals, and to a great extent in practice, it is "a great democracy in which all points of difference, social, racial, religious, and economic, are lost to sight in the united effort to reach a common goal, the welfare of all the children of every state in the Union."¹

Geography of Membership.—The two and a half million members of the National Congress of Parents and Teachers are grouped into 28,050 local units, scattered throughout every state in the Union, the District of Columbia, and the Territory of Hawaii. Dwelling in the metropolitan areas around the Great Lakes and in the sparse pine sections above the Gulf, in the "gold lands" of the Pacific Coast and in the granite hills of New England, these members bring together the far reaches of public interest as well as of geographical space.

A Congress of Parents AND Teachers.—In the opinion of leaders of the movement, the greatest achievement of the National Congress of Mothers was its development into a National Congress of Parents and Teachers. The Congress became a *mutual* organization, with an opportunity to unify the purposes and aims of the home and the school.

¹*Parents and Teachers*, edited by Martha Sprague Mason. National Congress of Parents and Teachers, 1928.

Recognition of its mutually beneficial service enjoyed a rapid spread, and at present its worth is understood by educators throughout the nation.

The Inclusive Triangle.—There are many organizations in the land whose main object is service to the child. There are organizations of teachers; there are organizations of parents; and in almost any community the mothers of children and the teachers of these same children will find themselves joined in social or civic clubs. But the parent-teacher association alone is that inclusive triangular arrangement of parents and teachers at the base, with all activities pointing toward the apex, the child who is their mutual ward.

And It Meets in the School.—Throughout the country many meetings of adults are held in school buildings during any given year. In certain localities a number of clubs may hold their meetings in the school. But the National Congress of Parents and Teachers is the only large national organization of lay men and women the multitudinous units of which throughout the country *regularly* hold their meetings in the school buildings.

The P. T. A. as Interpreter

IN ITS unique integration work in relation to the school the parent-teacher association has three obligations: to understand, to speak, and to act. As a promoter of understanding, it encourages mutual knowledge of home and school on the part of parents and teachers.

Understanding on the Part of the Teacher.—To the well-educated, socially-minded teacher of today each child is a challenge. Modern education realizes that the teacher cannot meet that challenge unless he knows the child and that he cannot know the child unless he knows the home. The parent-teacher association encourages the teacher's consideration and study of the home on a friendly, social basis as well as on a professional basis.

Understanding on the Part of Parents.—The school of the past had relatively little in common with the school of today. A changing world has, in all walks of life, thrust new knowledge, new methods, and new procedures upon its population. Teaching, in its broadened scope, its shift of subject matter, and its employment of new techniques, but accompanies the trend of the times.

The multiplication of responsibilities of the schools has increased, not lessened, the responsibilities of parents. One of their first obligations is to understand the new schools.

First, parents need to know what the public school is trying to do. Many statements have been made in answer to this question. One of the most interesting and authoritative is that of the Edu-

cational Policies Commission. According to its report, educational objectives center in: (1) the possibilities of the individual himself; (2) his relationships to others in home and community; (3) his role in the creation and utilization of wealth; and (4) his socio-civic activities.

The drive toward these objectives has brought, as a matter of course, an enrichment of the old, narrow curriculum of the pioneer period and an enlargement of the responsibilities of the schools.

Parents brought up in the old school have experienced difficulty in understanding the new. As an earlier writer points out: "Parents reared in academic circles cannot understand why Latin and Greek are no longer required subjects, whereas those with a slight educational background fail to see why their sons and daughters, about to go into business life, are compelled to spend years on cultural subjects. Others, who long to see their children occupy a better social position than their own, are suspicious of such innovations as the junior high school on the ground that it is 'designed to make a race of factory workers.'"²

Equally difficult for parents to understand have been the new methods of procedure. Many parents—accustomed as they have been to the tradition of "lickin'" as motive, method, and discipline—find the current diversity of procedures and techniques both confusing and irritating. Teachers themselves have frequently found their methods unsatisfactory. They find themselves in need of alertness and intelligence through every moment of the day, as, keeping in mind all their knowledge on the subject, they shift from method to method, adjusting procedures to varying situations and personalities.

To understand the schools, parents should comprehend the influence of changing social conditions on the needs of the school. School equipment, personnel, and rules and regulations for personnel are not the same and should not be the same as they were in the school life of the parents—any more than the cramped knowledge encompassed

²Parents and Teachers.

MUTUAL understanding between the home and the school is only the more valuable and important when both home and school, like all other social institutions in a time of war and uncertainty, are threatened with undesirable change. The parent-teacher association, a stable and sound interpreter, stands as a reliable sentry to protect the enduring interests of all of America's children.

by the Three R's is adequate for a life in which electric eyes, steam pressure, and sound waves are accepted calmly.

The Public School, the Cornerstone of Democracy.—The spirit of the American frontier, with its vital concept of democratic life, encouraged education that was universal and free, supported and controlled by the public, open alike to all, compulsory, and nonsectarian. Today vigilance is no less necessary for continuation of these principles than it was when the battle raged for their acceptance by the public.

Recognizing the public school as the agency on which democratic society rests, the Committee on School Education of the National Congress of Parents and Teachers from its very beginning has centered its work around the study of the school as a great social and political institution belonging to the people. The committee continuously seeks to stimulate interest in and cooperative action for the improvement of schools and the maintenance of the principles on which American education is founded.

However, in the past ten years the problems have increased with such momentum that expansion of the program became necessary. Therefore, in 1934, the National Congress of Parents and Teachers called upon the knowledge and experience of a score of experts, with the result that a 206-page volume was published under the title *Our Public Schools*. In 1939, in response to the great concern over the threat to democracy throughout the world, the help of experts was again sought, and *Schools for Democracy* was published. This book interprets the schools—their purpose, administration, organization, and support.

An Authoritative Lay Spokesman

COOPERATION of state branches of the National Congress of Parents and Teachers has, from the beginning in 1938, been sought in Institutes on Professional Relations which have been held in institutions for teacher education in every section of the country. Besides their great value as a force in raising the standards of the profession, these institutes have the added advantage and worth of being built on a concept of democratic cooperation.

Having come to mutual understanding largely by means of the parent-teacher association, parents and teachers will find their outlet of activities centered primarily in a dissemination of this understanding. As the authoritative lay spokesman for the schools, the association should be alert to publicity channels. Newspapers, periodi-

cals of all kinds, radio, stage, and screen all offer opportunities to the wide-awake group of parents and teachers. But of all channels the best is an informed membership that can speak with knowledge in its daily contacts with the community.

The board of education is the official lay body that speaks for and to the schools; but as a body both closer to the community and closer to the schools, with an inclusive membership and firm principles that admit of no special interest pressure or gossip-motivated action, the parent-teacher association has a very special place in the structure of our society. It is needed by the home, the school, and the community alike. The home needs an agency to speak for the betterment of the school at all times, so that the school may truly augment the good work of the home. The school, to serve the child best, needs an agency to speak with knowledge and understanding of its work and its potentialities. The community needs an organization with such a reputation for integrity, courage, fairness, and justice—such a fine type of leadership—a record so high and unassailable—that its cry of "Wolf" will bring immediate action.

In many instances the voice of the parent-teacher group has been the voice that led to progress. This leadership was particularly apparent in the great depression of the '30's. In an educational crisis in North Carolina, 5,000 aroused parents in organized caravans from every corner of the state converged upon the state legislature, with the result that substantial appropriations were made to the cause of education. In the same era, the Tennessee Congress of Parents and Teachers adopted the eight-point program of the Tennessee Educational Association and was a powerful factor in the passage of needed school legislation.

In a Western state an amendment to the state constitution designed to increase the tax millage of the state for education was before the public for consideration. The large and active state congress of parents and teachers, working shoulder to shoulder with the state education association, organized its forces in every village and hamlet of that state, with the result that the amendment won by an overwhelming majority. This account could be multiplied many times.

A Coordinator of Activities

THERE IS yet another service of the parent-teacher association that adds to its unique function as an integrator of social and educational forces. Not only does it promote understanding and serve as an authoritative lay spokesman, but

it coordinates all activities in behalf of the child. Through its very existence and through the child's familiarity with its work as he sees it influence the daily life of his parents, it augments in a highly significant manner the socializing power of the school. It furnishes the child with an intimately known and easily understood pattern of cooperative action and acquaints him in advance with the sort of large-scale group endeavor toward which the smaller cooperative projects of the school are steadily leading him. In a democracy, no human skill is more important than the ability to work successfully with others. The parent-teacher organization, with its flexible program of work and its rigidly maintained ethical principles, affords a constant example of the best possible sort.

Bridging the Gap between Knowledge and Practice.—The findings of experts, particularly in hygiene and child development, common knowledge in the school though not always such common practice, may through the parent-teacher association be brought within reach of the men and women who most need the scientific knowledge in their task of parenthood. In both home and school there has existed a gulf between our knowledge of the nature and needs of the child and our practice in his care and training. The program of the parent-teacher association is designed to organize, interpret, and apply what has been or is being discovered regarding sound physical, intellectual, social, and moral development. The charge is often brought against democracy that it does not appreciate and utilize the services of experts. However, the parent-teacher association has from the beginning endeavored to overcome this weakness and has called in expert help in the fields of education, health, and welfare.

Due recognition of what is sound and acceptable in the newer theories of education is a definite part of one important parent-teacher function—keeping the schools free to teach the truth. The search for truth has never led mankind down a straight, smooth highway. Mistakes are inevitable, but they should not be allowed to clog the wheels of progress.

It is not always realized how extensive and intensive a program of preparation of the public mind is involved in the launching of any new project, great or small. The parent-teacher organization, however, does realize this, for it was originally founded upon an idea new at the time—the concept of protection of the whole child—and has won its way through countless struggles as it has sought to gain recognition for one desirable innovation after another through the years. Its experience in this respect has been put to work, again and again, for the benefit of our schools.

Many a practical improvement has been introduced through its direct influence.

It is greatly to the credit of the parent-teacher association that this influence has never been exerted without careful preliminary study of all the implications of the project under consideration. The approach to all parent-teacher planning is study, and the basis of all parent-teacher action is knowledge.

A Community Safeguard

KNOWLEDGE is a powerful weapon, as has been pointed out with regard to the home and the school. It is no less powerful with regard to agencies outside these two important ones in the life of the child. Is the child in a good community? What do you, as the parent or teacher of the child, know about his temptations as regards gambling, taverns, slot machines, libraries circulating undesirable books, and other malevolent factors? What do you know about the corner grocery, the candy store, the ice-cream store; the iceman, the delivery boy, the milkman, and the mailman, as beneficial or harmful influences?

Having discovered that some of the community influences are injurious, parents have two courses open to them. They may move away. That is possible at times if the location is a large city, or even a medium-sized city, and if the work of the father or the mother will not be affected by the change of locality. In the majority of cases, however, there is only one way open, and that is through definite and concrete work to better the conditions.

Parent-Teacher Association a Valuable Asset to Every School.—From the beginning, the parent-teacher association has stood firmly upon the principle that the job of educating the youth of any community is a cooperative job in which the school, the home, the church, and the community share. The institution most vitally concerned in the welfare of the child is the home. To the school it surrenders for the school day its most precious possession, the child. The school, on the other hand, is handicapped in point of time, for only the more fortunate cities can claim more than twelve per cent of a child's time away from diverting and often conflicting interests.³ Nothing save integration of all social and educational forces can make the time spent in school of the greatest possible value, can enrich the time spent in the home, and can safeguard the time spent away from the influence of either home or school. Fortunate are both home and school in the community where an active, alert parent-teacher association gives unity, coherence, and emphasis to the efforts of all educative agencies.

³*Schools for Democracy*, compiled and edited by Charl Ormond Williams and Frank W. Hubbard. National Congress of Parents and Teachers, 1939.

The Grandmother in the Home

ALMA W. CRAIB

A LITTLE GIRL gazes at her busy, tired mother with adoring eyes. "Mommie, when I'm a big lady with a house, and you're old, I'm going to buy you a silk apron and a gold rocking chair, and you can just sit and rock yourself all day." She cannot imagine life without her mother. Then the years pass—oh, so swiftly. "Mommie" is old, perhaps ill and dependent, in her daughter's home. And then the problem begins.

Imagine, you who have trained for a profession and spent many years in happy, satisfying practice—imagine how it would feel if you were being suddenly condemned to idleness and standing by while a younger, less proficient colleague carried on. Only the grace of God and a grand sense of humor would carry you through. Consider then the predicament of many a grandma-in-the-home.

Of course, her problems are largely of her own making. In those earlier years when husband and children were inevitably her chief concern, she should have developed other interests and a life of her own. (Grandmothers of the future, take notice!) But it so happens that she didn't. Shall we then say, heartlessly, "She has had her life. Now let her retire to the chimney corner and let us have our day!"

Why didn't she live and build more broadly? Perhaps she married as soon as she left school. Then the babies came along. Soon the singing, laughing years of teaching the little ones to walk and watching them grow were so busy, so satisfying, that there was no time, no desire, to seek fulfillment elsewhere. She was a good mother, and society beamed approval on her.

Now her job is finished, her occupation gone. For the first time in many years she has time, so *much* time. Time to see that her daughter is overworked, that she wastes her strength by using

inefficient methods and by doing things that are not worth doing. With the perspective that the years give her, she sees the end results of discipline or the lack of it, of overindulging the children,

of bearing down too hard in the wrong places. She wants to help. All the accumulated knowledge gained by experience is at the service of her dearly beloved. And her dearly beloved, young, smug, self-sufficient, feel no need of what she has to give. As the youngest member of the family expresses it, "We don't want Grandma to boss us." Grandma doesn't feel that she is bossing. But, after all, bossiness is only misplaced executive ability, and when one has spoken with the voice of authority for forty-odd years it has become a fairly well-fixed habit.



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Watching the Old Order Change

BUT THE modern mother, if she takes her job seriously, is aware of what has been learned through the research of psychiatrists and specialists in child development. Grandma cannot see why Sonny should not be taken to church or club meeting to shake hands with all his elders and then sit perfectly still for an hour. She is impatient over the patient reasoning with adolescent Sue about rubbers and warm underwear. "In my day," she says with tight lips, "children did as they were told, and there was no question about it."

If she were consistently disapproving the problem would be easier. But grandmothers are warm, loving persons, on the whole, especially toward the very little folk, and inclined to overindulge them. And babies are greedy, self-centered little beings, bestowing their smiles on the one who lavishes on them the most favors in the form of candy, toys, and trips to the zoo. It is easy to

buy popularity with little tots, and most small children adore their grandmothers.

Then there comes the day when Sonny goes to school and a new and fascinating world opens up to him. Grandmother—and perhaps mother, too—is shocked to find him swaggering, acquiring a slang vocabulary, and using his home as a mere temporary abiding place in which to eat and occasionally (under pressure) get cleaned up. Sister is even worse. She begins to have “ideas” about clothes and to prefer giggling with her schoolmates to walking and talking with grandma as she used to love to do.

Grandmother becomes critical. Years have glorified the memories of her own mothering experiences, and her offspring stand out as obedient children who never fought, never tracked mud on the rugs, and never responded to correction in the terse and impudent slang of the day. Highly idealized memories, to be sure, but productive of much unpleasantness.

Under One Roof

WHEN grandparents are able to maintain their own home their relation with the grandchildren is usually a happy one, but too close contact is almost certain to bring friction. Old nerves want quiet; young muscles demand activity. It isn't *necessary* for Johnny to shriek at the playmate beside him as if he were in the next block, or for Susie and her chum to giggle all afternoon, but it is perfectly normal. And so mother becomes the buffer between the old and the young, and is worn thin in the process.

Perhaps father adds to the difficulty because grandma takes it upon herself to criticize him or dictate to him; or, if she happens to be his mother, to see that he gets a square deal in his own house.

Religious leaders have long told us what the mental hygienists are now stressing, that antagonism or resentment, however repressed or hidden by a veneer of politeness, creates an atmosphere of tension that affects all who live in it. Children are particularly susceptible, and because they are confused and bewildered by what they do not understand they are apt to respond with behavior that makes them problem children. The world is a strange and fearsome place for a little child, and the adults he loves and trusts must help him feel at home in it. How can they, if they themselves are torn by conflicting emotions and fears?

Most of us still have a little-girl attitude toward mothers or mothers-in-law. When they disagree with us we feel ourselves in disgrace, like scolded children. Emotion wells up and interferes with the reasoning power that should enable a sensible woman to say to herself, “This is my home, for

which I am responsible. I am an adult, with the right to make decisions according to my best reasoning power and information. It is silly to get all hot and bothered over being bossed. If the thing is important I must pursue my own way in spite of hurt feelings. If it is not important I can afford to laugh and humor the whims of an older woman, even if she acts like a child.” That is it precisely—“like a child.” For there is no ignoring the fact that many an acute grandmother problem rises from the fact that the older woman is an unadjusted, babyish person who is taking advantage of her dependence to “work” those around her and have her own way. Gently, pathetically, she reminds them that she has sacrificed her whole life for her beloved children and now surely she has a right to find peace and comfort with them. And her children are torn between their lifelong habit of devoted obedience and their plain duty to the rising generation.

The bright spot in this picture is the fact that, usually, a course of kind, consistent, and firm treatment cures (or at least controls) this type of babyishness. Grandma may weep on the shoulders of her friends and pose as a martyr, but she learns to respect the calm young woman who serenely goes her way unmoved by hysterics and firmly but kindly insists on running her own home.

From Generation to Generation

BUT NOT all grandmothers are like that. Many a one comes into a son's or daughter's home eager to be of service, humiliated because she has to be dependent, and anxious to fit into the family setup. She finds the young people resentful of the financial burden of taking care of her, sufficient unto themselves, and busy with the rush of modern living. They do not mean to be unkind, but she is just a back number—a barnacle, so to speak, on the family ship.

Probably a certain superficiality and shallowness that we all feel in present-day living is due to the self-sufficiency of the younger generation, who feel equal to dealing with any problem and think they can learn nothing from the past. In freeing ourselves from hidebound traditions and superstitions (which is all to the good) we have gone too far and are in danger of rejecting much that makes life fuller and richer.

Stories of the eighties and nineties give one a feeling that there was a solidarity and warmth in family life that is missing in the home where father and mother and the children dash off to separate engagements and are so frantically busy that they seldom really talk with each other. In those days grandparents were the head of the clan

as long as they lived, and the children grew up with a sense of belonging and of having traditions that made for stability and responsibility. It is true that this often led to the old folks' having a strangle-hold on young lives, but the opposite extreme of giving young lives nothing to tie to is equally bad. A sense of family continuity and respect for one's elders is steady.

Age and Youth Together

OLD PEOPLE in the home can add so much to the richness of the child's world. Hours spent with grandma, hearing about life as it used to be lived and learning the simple crafts of an earlier day, create a background for modern education that gives it depth and meaning. Often the grandmother is the only member of a busy family who takes time to talk to the little child and listen to him as he tries to articulate the ideas that are struggling for expression. A deep and abiding love springs from such comradeship, for the elderly woman craves companionship as much as do her small grandchildren.

A lonely old age is pitiful, because it has nothing to look forward to and no real reason for continuing. Many a grandmother makes the most of her physical infirmities because she can hold the center of the family stage when she is really ill and can feel that she is still of some importance.

Some writers would have us believe—I wonder where they get their information—that as the faculties grow dull one ceases to feel keenly. My own observation does not bear this out. The old people I have known love attention and are eager, even greedy, for a chance to share in the life about them. They want to feel useful, too.

Age in a Time of Conflict

AND SO the call "to arms" that is sounding today, not only for the soldier boys but for the women of the nation, may mean a new lease on life for many a grandmother. Living in a house full of vivid young life, she may have been feeling a bit useless and on the shelf; but now, suddenly, she can find a new and busy life as a participant in the all-out program for national defense. She will knit, of course, and the combined effort of all the grandmothers in the country will be no small contribution to the comfort of soldiers and civilian victims of war. She will spend busy and interesting hours in Red Cross workrooms, for older women are particularly fitted for the work there. Her greatest usefulness, however, will be in the home. The need for the conservation of materials, so far, has been mostly newspaper talk to the

general public, but as the war progresses it will be recognized as the patriotic duty of us all to make our clothing and household articles give the longest possible service. Grandmother's patient mending and patching will lengthen the life-span of many a garment and bit of linen. Too, she may have a knack of preparing low-cost meats and desserts with long, slow cooking and "tricky" seasoning, so that the family finds the budget-stretching dishes delicious and satisfying.

But the greatest contribution of an older person in any family group, in these troubled times, should be a sane, seasoned philosophy of life. Grandmother has seen the world turned upside down by war before; her calmness in the face of "national jitters" breeds security.

I well remember how greatly I was comforted by a serene old lady during the last World War. A younger woman had quoted to her a newspaper article saying that if the war lasted three months, civilization would return to the Dark Ages.

"God is still in His heaven," she said with quiet conviction, "and civilization is not so easily destroyed. The human race has taken a lot of punishment, but it emerges from each trial by fire a little more conscious of the need for world brotherhood and of the utter futility of the hatred that breeds war." She had lived through the horror of actual participation in the Civil War and had lost property and loved ones, but her faith in the goodness of life was like a shining light.

Children especially need such calm reassurance. They have no background of experience against which to measure stories of horror.

One mother was jolted into finding out what her child was thinking by hearing him solemnly say to a playmate, "If we hear that Hitler is coming, let's kill ourselves before he cuts us up or burns us alive." The terror such ideas inspire can be prevented by giving the child a chance to talk out what is in his mind to some sympathetic listener; and who is better for that than grandma?

In the rush of work outside the home in the interest of national defense, whether paid or voluntary, children and old people are likely to be pushed aside. A little thoughtful planning by the mother who must be absent from home will set grandma and the children to helping each other. It's a grand opportunity to teach thoughtfulness and happy cooperation.

Children unconsciously take their attitude toward grandparents from the adults about them—not from what these adults *say* about respecting old age but from the atmosphere of the home. A family example of kindness, tolerance, and patience pays rich dividends when the parent of today becomes the grandparent of tomorrow.

FORESTS

IT IS part of our war effort to maintain civilian services which are essential to the basic needs of human life. In the same way it is necessary in wartime to conserve our natural resources and keep in repair our national plant. We cannot afford waste or destruction, for we must continue to think of the good of future generations of Americans."

(From the President's budget message to Congress, January 7, 1942.)

In the present national peril, when immediate necessity threatens constantly to black out consideration for the future, this utterance by the President must have had an especial significance for teachers and parents.

We must win the war, I can imagine guardians of the next generation saying, but we must also see to it that America continues to raise strong and informed men and women for tomorrow.

By the same token, these future men and women must have ample natural resources with which to work and to build. Victory in a world of wrecked and exhausted forests is an exaggerated picture, no doubt, but it would be a costly victory indeed. The compelling fact is that not only must America be assured of sufficient forests and forest products when our children are grown up, but our armed forces and the vast system of factories and workers supporting them must have adequate supplies of wood—now.

Traditionally, when we think of war, we think of metals—of guns, bullets, swords, or ships of steel. But wood has always been of major importance in the prosecution of war, and in this struggle it is more necessary and important than ever before. This old standby is today built into our fighting ships, planes, and trucks, and in plastics or other converted forms it is to be found somewhere in almost every human activity. Wood is replacing metal in factory products and machines; it provides materials used in making munitions and surgical dressings; it houses the soldier in his barracks and encampments, and it often makes the bright beads, the glamorous scarf, or the gleaming heels your daughter wears to the military ball. We could not win the war



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for Your *Children*

EARLE H. CLAPP

with wood alone, but we might well lose it if we had no wood.

The present forest situation serves, therefore, to spotlight a set of facts of

real import to Americans, both living and to come. Under the impact of war the nation's forests, already scarred deeply by long years of destructive cutting and misuse, are again being subjected to heavy and indiscriminate logging. Furthermore, this treatment will reduce the productivity of many more acres, thus adding them to the enormous acreage previously cut over and left in poor or unproductive condition. Incidentally, about eighty millions of these previously logged-over woodlands were so completely denuded that they have become wasteland.

YOU MAY be told that these statements are not true. Those who do not, in the poet's phrase, see the forest situation "whole," but who are mainly influenced by their own part or profit in getting out the timber, may deny them. But do not be deceived. The planless cutting down of the trees that has characterized most logging in the past has wrecked a great deal of forest land. All indications are that, unless some check and order is imposed on the process, the productive capacity of much more land will be curtailed.

Logging in our commercial forests has increased forty per cent in the last two and one-half or three years. The last great reserves of our virgin timber in Oregon and Washington are being cut into at a rate not matched in a dozen years—a rate which, by this time, may well be an all-time record. Our second growth forests, most of which are understocked or only partially productive, are being cut about as fast as they grow. For those of us who saw the poverty and privation, the unemployment and human stagnation in the "cut-overs" that followed the depression of 1929, today's destructive logging suggests a dark and dubious

future for such regions after the current war. What is more, there are those who already speculate on what a handicap such intensive and destructive logging of accessible timber may be if the war is prolonged.

Were unbridled logging practices necessary that American forests might provide the supplies requisite for victory over Hitlerism, certainly all I have written would be pointless. But the unregulated logging now going on is not necessary, for under reasonably planned management and care the forests can provide all the wood required.

THERE IS, however, only one means through which this can be safely accomplished, and that is by some form of public action or control. Long before the war the U. S. Forest Service was convinced that the condition of the forest lands demanded: (1) public regulation of forest practices on privately owned land, coupled, of course, with an adequate, supporting program of public aid, and (2) a greatly increased scale of public ownership. These measures, I am convinced, will give assurance that there will be forthcoming uninterrupted supplies of forest products that are essential for a long war, and that there will be left standing productive forests sufficient for the America of our children.

It now appears that nearly one fourth of the entire land area of the United States has suffered some form of economic and social deterioration. In many cases misuse of the forests has been the major cause of this decay. In other instances this misuse has been a contributing factor, being coupled with the exhaustion of minerals or other natural resources. In the United States today widespread areas in this condition give mute testimony to what planless destruction means.

As for our 460,000,000 acres of commercial forest land—land best used for growing timber—the major part is producing, even now, only a fraction of what it could and should produce. At least 77,000,000 acres of this essential woodland, an area two thirds as large as pre-Munich Germany, are actually wasteland. An area even larger bears forest growth so poor that only long years of careful forestry can possibly restore its full productivity—or, for that matter, bring back the communities, the jobs, the families, and the taxpayers it once supported.

It would be a fine thing if every parent and every teacher who has not done so would make an observation trip through some of these typical "cut-over" regions. For one thing, visiting and seeing these areas, their people and their condition, makes the crying need for reform in the handling of our woodlands a vital and a dramatic

thing. For another, the sight enables one to explain to children the facts concerning a resource and an industry that have too often been presented in dry-as-dust figures and mazes of technical terms.

I know that whenever I motor into the regions of the most extensive "cut-overs," such as those to be found in the Lake States, in the Missouri and Arkansas Ozarks, or in Kentucky, eastern Tennessee, and the Carolinas, I wonder again at our national improvidence. Suppose you are taking such a trip; if you ponder the significance of what you see, this is an experience you do not soon forget. You come, of course, through more prosperous agricultural or perhaps suburban land into poverty-ridden, depressing country. The contrast generally is the same whether you ride up through the fat dairy country of southern Wisconsin into the lean "cut-overs" of the northern, once heavily forested counties; or south through the mighty farmland of central Illinois into the blighted, cut-over regions north of "little Egypt"; or into the logged-over Ozark counties from the comfortably fertile territory around St. Louis.

I THINK THE layman first sees this contrast in terms of paint and repairs. First, there are clean, frequently white-painted farmhouses, and pleasant villages and towns, mostly neat and in good repair, amid well-kept fields and pastures. Happy, healthy children probably wave as you go by. Then the scene merges and changes.

This country you enter now is poor country. Like as not, the land rolls back in desolate reaches from the highway, with gullies of eroding soil extending up the slopes. Again, the fields may be studded with charred stumps—stumps of trees cut years ago. Mostly, the houses of the typical "cut-overs" are long since without paint; usually they are weatherbeaten and going to wrack. Many are gaunt, scarcely habitable shacks. Barns, as often as not, lean permanently with the prevailing wind or have bottom sidings rotting in the soil. You see a few folk, poorly clad as a rule, plodding and discouraged. And trees? Here and there may be remnant patches of mature old giants that for one reason or another were spared by the loggers years ago; or some second growth, in the main not very good. But commonly there are only trees of inferior quality or species, poor successors to the towering white pines or the lordly hardwoods of other days.

This description may seem at first reading somewhat overdrawn. Yet the fact is that, in the lean years after '29, rural poverty, tax delinquency, unemployment, and relief demands reached record proportions in the cut-over areas.

It is also true that nearly all of our rural problem areas, which were such a burden in the depression and will be a burden again in similar times in the future, are in such regions. That we as a nation should be making more such "cut-overs" today, planlessly and without necessity, is something that should, I think, give pause to the staunchest foe of public control.

The truth is that we can no longer afford to rely upon the traditional doctrine that private initiative best safeguards the public as well as the private interest—at least not in the matter of forests. Judging by the past, there is no solid ground for reliance upon private interests to replace by reforestation the forests that are now being cut down. It is true that a growing number of private operators are making sincere efforts to practice sound forestry on their holdings. But they are a minority; management designed to keep the woods productive—as a good farmer does his farm—is invoked in one degree or another at this writing on only about twenty per cent of the forest lands of the United States.

As I have said, public regulation and increased public ownership, supplemented by certain public aids to private owners and under strong Federal leadership, appear to be imperative.

This regulation must, of course, be thoroughly democratic; nation-wide, but adapted to local conditions and designed to stop destruction of forests and to keep them continuously productive. It should be buttressed by an adequate public purchase program to take over submarginal woodlands and lands whose owners refuse to safeguard

public values, such as watershed protection or recreation. And since public regulation is after all a method of preserving and of strengthening the system of private ownership and enterprise on a sound national plane, this regulation should be implemented by increased public aid in such fields as forest fire protection, forest research, forest credit facilities, and education and information.

Here is a monumental public question, one that presses ever more seriously for solution. None can examine the forest situation without seeing the necessity for reform.

Parents and teachers have a real responsibility here. Theirs is the opportunity to interest children in forests, their uses, their beneficence and their danger, so that these future citizens may be equipped to handle them more wisely than have their fathers. They should also be forearmed against the soothsaying of those who, having a pecuniary interest in marketing trees, so industriously tell us, "All's right with the forests."

How interest children in forests? Children I have known have usually been fascinated by small animals of the wild, by the mystery of the woods in children's stories, and by the modern magic of chemistry and of plastics. Cannot such emergent interest be developed through the years into sound understanding and regard for trees? I am not a teacher, but it seems to me that no subject, sympathetically understood, touches life at more points, or can be made more human and absorbing in the classroom. I hope that many of you will test the idea on your men and women of tomorrow. Just as the twig is bent the tree's inclined.



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National Parent-Teacher Convention

Theme: *AMERICA STRONG, WITH SPIRIT FREE*

SAN ANTONIO, TEXAS, MAY 3-7, 1942

WHEN the National Congress of Parents and Teachers convenes in San Antonio, Texas, in early May, the interest of all parents and of educators on all levels in the war-time problems of dealing with children and youth will have reached an all-time high. Probably no national convention has ever quite so strongly commanded the serious and responsible deliberations of the organization's leaders. It is no trivial task to compress into four days of conference and discussion the manifold and stirring questions put to parents and teachers by life in the world today. It is peculiarly fitting that the city of the Alamo, that historic landmark of a brave stand bravely defended, should furnish the scene.

As is natural at a time when almost all the simple concerns of daily life have suddenly become complex, the program of the convention indicates a great variety of topics and interests. It opens on Sunday, May 3, with a vesper service at the Alamo at 5 p.m. and a musicale beginning three hours later. On Monday at 9 a.m., with the opening of the first general session, the working program will get under way. Following formal greetings and a response by the national president of the organization, the business meeting will be held. At the second general session, beginning at 2 p.m., three section meetings will occupy attention.

The third general session, concluding the Monday program, will feature the convention's keynote address. The speaker will be Margaret Mead, author of *Coming of Age in Samoa*.

Early Tuesday morning the national chairmen will be up and about their duties, beginning their important annual subject conferences at 8 a.m. Tuesday, as they will do on Wednesday and Thursday also.

The fourth general session, beginning at 9:45 a.m. on Tuesday, will be occupied with two addresses: "Healthy Children for a Strong America," by George W. Cox, state health officer of Texas, and "Interpreting the War to Children," by Ethel Kavin, lecturer at the University of Chicago and director of guidance for the public schools of Glencoe, Illinois.

The Magazine Luncheon of the *National Parent-Teacher* will be given at 12:15 p.m. on Tuesday. It will be followed at 2 p.m. by the fifth general session, a forum: "The Outlook for Education in Wartime." Paul C. Packer, dean of the School of Education at the University of Iowa, will act as moderator. The national chairmen will continue their conferences at 4:15, and at 8 p.m. one of the most interesting features of the convention, Inter-American Night, will be presented.

Two addresses will mark the seventh general session, beginning at 9:45 a.m. Wednesday; one entitled "Our Job in the Community," by Paul Kellogg, editor of *Survey Graphic*, and one entitled "Courage for Crisis," by Bonaro W. Overstreet, nationally known author and educator. The eighth general session, which opens at 2 p.m., will be another important forum, "War Economy on the Home Front." Robert L. Sutherland, director of the Hogg Foundation, University of Texas, will serve as moderator. At 4:15 the national chairmen will resume their conferences. The speaker at the ninth general session (the banquet session) will be announced later.

The tenth and final general session, beginning Thursday morning at 9:45, will feature two more significant addresses: "The Task Before Us," by Adolph Linscheid, president of the East Central State Teachers College of Oklahoma, and "The Importance of Recreation in a World at War," by Mark A. McCloskey, Recreation Division, Federal Security Agency.

The convention will close with the report of the findings committee, the installation of new officers, and the retirement of the flag.



Municipal Auditorium, San Antonio, Texas



TWELVE years ago the appearance of the original Children's Charter marked a high point in child welfare. Today, at another historic moment, we take counsel of ourselves and of each other to meet an emergency never before known to our experience; for the first time since the early days of pioneering, America's children are overshadowed by the menacing possibility of hostile attack of a kind that spares neither man nor woman nor child. Under these circumstances other problems spring up everywhere—problems of mental health, of emotional stability, of economic adequacy, of courage and morale. Their sudden appearance has resulted in the issuance of a second statement, augmenting the original Charter and carrying the challenge of the hour. The Children's Charter in Wartime does not supersede the original Charter, which is of permanent and continuing worth; but it sounds a call to action for our children's safeguarding to which we give instant heed.

A Children's Charter in Wartime

WE are in total war against the aggressor nations. We are fighting again for human freedom and especially for the future of our children in a free world.

Children must be safeguarded—and they can be safeguarded—in the midst of this total war so that they can live and share in that future. They must be nourished, sheltered, and protected even in the stress of war production, so that they will be strong to carry forward a just and lasting peace.

Our American Republics sprang from a sturdy yearning for tolerance, independence, and self-government. The American home has emerged from the search for freedom. Within it the child lives and learns through his own efforts the meaning and responsibilities of freedom.

We have faith in the children of the New World—faith that if our generation does its part now, they will renew the living principles in our common life and make the most of them.

Both as a wartime responsibility and as stepping-stones to our future—and to theirs—we call upon citizens, young and old, to join together to

I. Guard children from injury in danger zones.

II. Protect children from neglect, exploitation, and undue strain in defense areas.

III. Strengthen the home life of children whose parents are mobilized for war or war production.

IV. Conserve, equip, and free children of every race and creed to take their part in democracy.

I. DANGER ZONES

"Guard children from injury in danger zones"

THESE danger zones line our coasts along the Atlantic, the Pacific, and the Gulf—especially where there are military targets, industrial plants, business centers, oil tanks or the like; also, closely built home areas that might be bombed in an effort to break the morale of defense production workers.

These zones are a first charge on our Civilian Defense program, but there is no certainty that inland districts and communities will not be subject to air raids or other forms of attack. Consider

Children first in all plans for protection. The first step is their registration and identification.

Evacuation of children from such zones, if needed, as a sound precaution; advance plans for adequate reception and care in their places of refuge. Mothers to go with their children whenever possible.



"War vacations" for city children. By the expansion of summer vacation camps conducted under proper supervision, staffed in part by volunteers, and utilizing surplus commodities, and other aids, great numbers of children can be removed from exposed districts at relatively little expense. These camp demonstrations would be an admirable test of evacuation methods and an investment for health.

Appropriate immunization of all children against communicable disease.

Helping children to meet the anticipations and realities of wartime. Childhood anxiety can be as devastating as disease. Not only parents, but doctors, nurses, teachers, recreation leaders, settlement workers, child welfare and child guidance workers can help to preserve the child's sense of security, which is his greatest need.

II. DEFENSE AREAS

"Protect children from neglect and undue strain in defense areas"

VITAL to the cause of the United Nations is an ever-increasing stream of guns, tanks, and planes and other war equipment and materials from the United States. A thousand communities are involved in their production. Broken working time due to sickness of the worker or his wife or child, or to disturbed family life, handicaps production at countless points.

Therefore:

Adequate health, education, and welfare services must be maintained for children and their parents in each of the thousand communities where war industries or military camps are established. To accomplish this will require proper staffing with doctors, health officers, nurses, social workers, teachers, recreation leaders, and librarians. It will call for adequate hospitals, clinics, schools, playgrounds, recreational facilities, and day-care centers. Each of these communities will need to mobilize all of its resources within a coordinated plan. Many will need assistance to supplement existing staff and equipment.

The assignment of obstetricians and pediatricians to defense areas should be given special consideration.

Child guidance clinics should be provided wherever possible to help parents and children overcome insecurity associated with dislocations in family life. Such dislocations exaggerate the normal anxieties of children and create situations that require special service.

School opportunities must be expanded to meet the new demands of expanding populations. This should include nursery schools for young children.

Recreation leaders, group workers, and child welfare workers are urgently needed in defense communities, where

crowded conditions mean overtaxing of facilities for play of little children and of recreation centers for older boys and girls; increase in harmful employment of children; and mounting juvenile delinquency.

III. HOMES IN WARTIME

"Strengthen the home life of children whose parents are mobilized for war or war production"

TO CHILDREN in wartime the home is vital as a center of security and hope and love. To our fighting men the safety and protection of their families is the center of what they fight for. To men on the production front the welfare of their families and homes is basic to morale.

Migration to new and crowded communities, the absence of the father in military service, priority unemployment on the one hand, and the employment of mothers on the other, are creating problems in homes that affect every member of the family.

Children of our fighting men. Full provision must be made for the economic needs of children whose fathers are in the service and for medical and hospital care for wives and children.

A Government insurance program for civilians injured or killed as a result of war activities should supplement our social security program.

Adequate housing is essential to the protection of home life. In housing projects facilities should be provided for health services and group activities for children.

Employment of mothers and day care of children. As plans develop for the participation of women in war industry, it must be recognized that the care of young children is the first responsibility of mothers. For children whose mothers are employed or planning to enter employment, it is the responsibility of the community, through adequate planning and support, to see that parents have assistance in planning for their needs and that the children have the best possible care—not forgetting health supervision, opportunity for nursery education and play for the youngest, and recreation outside of school hours for those who attend school.

Day care for children in crowded areas where home facilities are limited. Such children should have opportunities similar to those provided for children of working mothers.

Economic security. To all parents economically unable to maintain a home for their children, Government help should be extended through such measures as aid to dependent children, general assistance, and benefits for temporary and permanent disability.



IV. CHILDREN THE COUNTRY OVER

"Conserve, equip, and free children of every race and creed to take their part in democracy"

THE Children's Charter drawn up at the White House Conference in 1930 and the recommendations of the 1940 Conference are still a challenge to the people. Here it is only in point to single out certain factors that take on new significance in the present war crisis.

Health and children. Good health in childhood lays the foundation for good health in later life. Children should have health supervision from the prenatal period through adolescence. Special planning is needed to overcome present and future shortages of doctors and nurses. As soon as possible every county in the United States should have public health nursing service, prenatal clinics, delivery care, child health conferences, and clinic and hospital service for sick children.

Food for children. The needs of children must be considered first in the event of national or local shortages of foods, especially of milk and the other protective foods. If our country is to be strong, all children must have the food they need for buoyant health and normal growth, and information must be available to parents concerning the family food requirements. Family incomes should be sufficient to assure to each member of the family the right amounts and the right kinds of food. School meals are an effective means of supplementing home nutrition and educating children and their families in good food habits. The extension of penny milk to all children is an important aid in assuring to them their full share of this essential food.

Social services for children. Communities should be equipped to supplement the care and training given by home and school when the welfare of the child demands it. Child welfare and child guidance resources of the state, county, and city governments should be expanded to provide appropriate service and care for all children with special needs.

The right to play. More than ever in wartime, recreation must be assured for children and youth through the full use and expansion as needed of all public and private leisure-time activities.

School and work. It is essential that children and youth be sound and well prepared in body and mind for the tasks of today and tomorrow. Their right to schooling should not be scrapped for the duration. Demands for the employment of children as a necessary war measure should be analyzed to determine whether full use has been made of available adult manpower and to distinguish between actual labor shortage and the desire to obtain cheap labor. The education and wholesome development of boys and girls should be the first consideration in making decisions with regard to their employment or other contribution to our war effort. This means that no boy or girl shall be employed at wages that undermine the wages for adult labor; none under

14 years of age shall be part of the labor force; none under 16 shall be employed in manufacturing and mining occupations; and none under 18 shall engage in hazardous occupations.

Health and education. A measure urgently needed at this time is complete medical examinations of all boys and girls of high school age at regular intervals, with provision for correction of remediable defects. Provision should be made for a nation-wide extension of health services for school children, including medical care as needed and health instruction, developed through the cooperation of health and education authorities. The need for health supervision and medical care for youth has been demonstrated until there is no longer any possibility of disregarding it.

Young Children. In the war period special consideration should be given to the needs of all young children for security in the home and for opportunity to grow through association with other children in play and through the reassurance given by adults who have learned to understand their needs. Opportunity for nursery education should be made increasingly available to help meet situations created by the war.

Children in rural areas. More than half of the children of the nation live in country districts. Far more than city children they are likely to be handicapped by early and harmful employment, inadequate schools, and lack of other community facilities. The war effort must not increase these handicaps.

Participation in civilian mobilization programs. Boys and girls should participate in home and community efforts for the war through activities appropriate to their age and ability.

EVERY CITY, county, and state should review the needs of its children and youth in the light of these principles through a children's wartime commission or council or an existing organization designated to serve in this capacity, and should devise means to meet evident needs through the cooperative action of Federal, state, and local governments and private agencies.

Every effort should be made to keep the public informed of activities and needs in all phases of service for children and to provide for participation of professional associations, organized labor, farm groups, and other organizations of citizens concerned with children, in the planning and development of these programs.

Provision should be made as rapidly as possible for training the professional workers needed to provide for extension of community programs to increasing numbers of children.

There should be no state lines or barriers of race or creed impeding what we do for children in our war effort. They may not live in danger zones or defense areas; they will still be subject to the strains of these times. They should not be forgotten Americans. Their future is our future.



The South Meets the Emergency

ELIZABETH BALDWIN HILL

PRESIDENT OF THE NATIONAL
PARENT-TEACHER MAGAZINE

AMERICA is now dedicated to war—offensive war—total victory. Our first line of offense is our armed protectorate—our Army, our Navy, our airplanes, our tanks, our ships, and our submarines. Behind this line, however, the nation must continue to live and work. In time of war, human welfare is equally important with guns and tanks; a people ill fed, ill clothed, or ill housed cannot support its armed forces in the drive toward total victory.

All over the nation Americans have been aroused to keen realization of this fact. Strong and purposeful activity—activity resulting from conviction—is apparent everywhere. In the Southern states the current of purpose runs high, and cooperative effort in all fields of civilian defense is well under way. In Alabama a great deal of emphasis is being laid on consumer information and training. In cooperation with the state civilian defense council, the Montgomery County Council of Parents and Teachers recently set up classes in consumer education; some of the topics covered were nutrition, the purchase of food and clothing, the use of substitutes, the maintenance of good grooming, the campaign against waste, and the upbuilding of morale through conservation. Demonstrations were given of the proper preparation of the cheaper cuts of meat, as well as of vegetable cooking to conserve vitamin and mineral value.

Women who are outstanding in these various fields willingly gave one afternoon each week for seven weeks to teaching the classes. Seven centers in the city were selected, which provided classes accessible to everyone interested. Approximately five hundred persons took advantage of the opportunity to inform themselves in these important areas; there was an average attendance of fifteen to twenty-five in each class. The classes lasted one hour, with thirty minutes of instruction and thirty minutes of discussion and questions.

The state office of the Alabama Congress sponsored a similar project for the information of Negro homemakers. This was a six-week course of lectures on (1) purchase and preparation of food; (2) purchase, manufacture, and care of clothing; (3) health and good grooming; (4) saving; (5) morale; and (6) gardening.

Many Activities

THE "Salvage for Victory" campaign is enthusiastically supported in Alabama. Certain parent-teacher units place patriotically decorated barrels in the schools to serve as depositories for waste materials and assume full responsibility for getting these materials to the proper places for sale or other disposal. The Victory Book Campaign, too, has been ably promoted; seven councils have made it one of their major objectives. Many local P.T.A. units have assisted in draft registration, and in many associations lunchroom committees have been formed to serve in the school lunchrooms if the WPA labor should become unavailable.

In Macon, Georgia, a most interesting and promising project has been organized under the supervision of military authorities and the sponsorship of the Bibb County Council of Parent-Teacher Associations. This is the Women's Evacuation Battalion. The purpose of this battalion is solely to evacuate children and indigent persons from threatened or devastated areas. The Macon group is so organized that there is no duplication of effort; there are motor transport companies trained to drive in convoy formation, and there are headquarters groups for collection and identification, as well as for feeding, housing, and general welfare; these include members trained in practical nursing, canteen work, and kindergarten. All members are required to have first aid training.

The Women's Evacuation Battalion is a highly efficient war effort. The entire organization is on military lines, using military terminology and adhering faithfully to military procedure. No uniforms are worn, but the women will wear the arm band of the Civilian Defense Corps. A plan is under way to mark the cars used by the battalion, but this has not yet been completed. "We are working harder through the P.T.A. than ever before," reported the president of the Macon-Bibb County Council not long ago. Certainly such effective work will obtain results. This project is one that may well be taken up by other councils, especially in the more vulnerable regions of our country.

In Kentucky, strong emphasis is given to maintaining the normal P.T.A. program. It is well for the Congress as a whole that attention should be periodically directed, as it is by various state and national reports, releases, and publications, to the vital necessity of continuing dynamically the varied activities that serve the long-time needs of America's children. The Kentucky Congress cooperates heartily, of course, with established agencies of national defense. In many instances this cooperation ties in well with the regular work of the organization, as in the case of the Louisville unit that sponsors a victory garden in the school yard. The produce of this garden, which will be carried on by the children until the close of school and by the parents thereafter, will be canned for use in the school lunchroom next year.

From Louisiana come heartening reports of thriving



classes in first aid and home hygiene and nursing, as well as in nutrition. A great many P.T.A. members in this state are serving on civilian defense committees. Many are planning vegetable gardens to provide a supply of canned foods for the coming year.

Civilians to the Fore

WITH READY appreciation of what a large-scale program of identification and registration of children will mean in the way of work, the Mississippi Congress has offered its facilities to the State Council for Civilian Defense when the need shall arise. P.T.A. chairmen for the care of preschool children in military and defense areas have been appointed, and, as fifty per cent of the state is under military supervision, this project promises to become outstandingly important. In the coastal areas, parent-teacher associations are taking the lead in setting up civilian volunteer centers and in promoting all the defense activities definitely advocated by the Office of Civilian Defense. Many local units have sponsored courses in nutrition, first aid, home nursing, and the care of young children. The president of the Mississippi Congress, through the state bulletin, urges all Mississippi parent-teacher workers to make full use of the National Congress war materials and to correlate the activities suggested with the particular needs of the community. She urges also the prompt organization and promotion of the "block mothers" program.

Nothing, in short, is being left undone that can further our country's victory. The citizens of our Southern states realize and accept their wartime responsibilities and will fulfill them to the uttermost.



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Midwestern War Work

EDITH E. HUGHES

A REGIONAL VICE-PRESIDENT OF THE
NATIONAL CONGRESS OF PARENTS AND TEACHERS

BECAUSE of geographic location, parent-teacher activities in the Middle West perhaps differ slightly from those in the coastal sections. Where civilians do not feel themselves in imminent danger of attack or invasion, their major energies are naturally directed toward material assistance, the upbuilding of morale, and the attempt to keep family life as close to the normal standard as possible. No organization is more vitally interested in the preservation of the democratic way of life than is the parent-teacher association, and every member is glad to make a conscientious effort to safeguard our children and youth whatever may come.

In Indiana, the Evansville City Council took complete charge of civilian registration. One small rural association in the same state visited the blood bank of the Red Cross, and every member donated blood. The Indianapolis Council is sponsoring a city-wide campaign to collect scrap metals through the schools. These activities are, of course, in addition to the regular promotion of the sale of war bonds and stamps, victory gardens, the Victory Book Campaign, conservation, health, and adequate nutrition.

Broad and Varied Program

A NOVEL and excellent idea has been put into practice in Illinois; cards of introduction are provided the men in service, to help them in making friendly contacts with parent-teacher members in their new locations. The results have been highly satisfactory. Promotion of war bonds and stamps in Illinois is carried on in cooperation with the boards of education. Many associations have bought bonds. A new state nutrition course has been established and is much in demand. Victory gardens, books for the men in service, immunization drives, and careful conservation of clothing, household materials, and household equipment mark new trails of progress all over the state.

Iowa teems with activity, ranging through the entire field of civilian defense. Strong emphasis is laid on co-operation with the Red Cross; Iowa parent-teacher workers have participated in all important Red Cross activities, from sewing and knitting to first aid and the donation



of blood to the blood bank. Programs of health, nutrition, and recreation are in full swing, and the campaign for the sale of war bonds and stamps is vigorously promoted, as is the drive for victory gardens. The victory garden project should prosper greatly in Iowa, a fine farming state.

In Michigan the parent-teacher association has secured excellent cooperation from the schools; one P.T.A. in Grand Rapids has provided school children with shoulder-strap bags of unbleached muslin for the collection of waste materials, and the children are responding splendidly. Another unit presented each child in the school district (of grammar school age and under) with a book containing three ten-cent war stamps, thus initiating a school campaign for patriotic saving. The Michigan Congress is furthering the program of the Michigan Child Guidance Association by distributing leaflets, issued by that organization, on mental hygiene for children during war. Detroit parent-teacher members will assist in distribution of sugar rationing cards in that city.

"Our units are meeting the war emergency with their chins up," reports the Missouri Congress. "We have just received a letter which we feel sure is typical of what is going on in hundreds of our units over the state. This group writes that, in addition to carrying on their routine work, the members have furnished nine donors for a blood bank; organized a Red Cross class in bandaging; sewed many hours on Red Cross orders; conducted a Victory Book campaign; given a "shower" of donated articles for men in service; formed committees on nutrition and conservation; and are organizing the block warden system."

Ohio parent-teacher councils and local groups are alert to every phase of the war effort, especially since Ohio, in certain regions, is a possible target of enemy attack. In Hamilton, which is conceded to be in a hazardous position, the "block mothers" plan has been enthusiastically re-

ceived and adopted, local community leaders even outside the P.T.A. acclaiming it as "a truly wonderful plan." In Cincinnati, the Council of Parent-Teacher Associations is cooperating with the Hamilton County Council of the American Legion and with the Cincinnati Board of Education in sponsoring a course of six weekly programs on Americanism. The programs portray the total role of education in the building of civilian wartime morale. P.T.A. chairmen in Cleveland are correlating their regular work with the war effort, conducting classes and study groups to advance knowledge in their particular fields and to relate it to the war. In working hours, the greatest contribution of the Cleveland P.T.A. has been to Red Cross sewing and knitting and to courses in first aid, nurses' aid, and home nursing.

Holding the Line

AN IMPORTANT project in Wisconsin is a follow-up of a delinquency survey made by the Public Welfare Department last year. A number of Wisconsin city councils have rendered valuable aid in this project, which, while not specifically a war activity, is nevertheless closely related to the problems of civilian welfare, since it is known that delinquency rates increase in times of conflict. Wisconsin units are giving their hearty support and cooperation to community war programs, but the major emphasis is on maintaining the regular program and strengthening the work in such important fields as nutrition, health, and safety.

All in all, the P.T.A. in the Middle West may be justly described as awake, alert, and achieving. With the progress of the war new and greater problems will doubtless arise, but the same spirit now evident in all portions of the program will enable us to carry on successfully.

Conservation that "Goes Double"

OUR GOVERNMENT has asked us to devote a good share of our time and attention to the conservation of various commodities, notably paper. Our membership in the parent-teacher association pledges us to the conservation of human values and natural resources.

The implication is obvious. Printed matter occupies paper, and printed matter concerning child welfare has a significant service to perform toward the conservation of all human values. It is worthy of note also that such printed matter, when issued under the auspices of such an organization as the National Congress of Parents and Teachers and composed of the thoughtful contributions of national leaders in education in all fields, does not quickly lose its value. It can be passed from hand to hand and used again and again. Back numbers of the *National Parent-Teacher* have enough vitality to revolutionize home life in many families—and greatly for the better. Pass them on; send them from member to member and from neighbor to neighbor; make sure that every copy is used to the fullest possible extent. Then turn them in to the local P.T.A. salvage center for final reclamation, that our Government may have the paper to use again.



Democracy Must Be Lived

ERNEST O. MELBY

PRESIDENT, MONTANA STATE UNIVERSITY

THE WAR has emphasized anew the lack of an adequate spiritual and moral dynamic in American life. The years following the first world war were conspicuous for ease, luxury, and frantic seeking after material gains. It was the selfish materialism of the democratic world that blinded it to its real dangers, confused its appraisal of its enemies and friends, and paralyzed it when effective action was needed.

Democracy has always been a dangerous way of life. Only a strong people can make it work. It takes a strong people to believe in a way of life with sufficient intensity to put this way of life above its own luxury and selfish gain. When we believe in an idea with fervor we shall not lightly overlook its sacrifice as we did in the Manchurian, Ethiopian, and Spanish incidents. Nor shall we be so likely to be misled as to the identity of our friends and enemies as England was when she helped Hitler to grow strong as a bulwark against Russia. Had the leadership of democratic countries possessed an unselfish faith in democratic principles, aggressive action would probably have been taken repeatedly when these principles were threatened.

Now the question of moral and spiritual values is crucial, not only to the winning of the war but to the success of democracy in the baffling postwar world. It's going to take a strong people to win this war. It's going to take a stronger people to carry democracy through the postwar period. We must not betray a second time those who sacrifice their lives that democracy may live. If we do, we shall fight a succession of wars until humanity is all but destroyed.

Spiritual and moral values grow in homes and schools that foster such values. There is no mystery surrounding them. We know pretty well how they arise and how they weaken or grow strong. Unselfishness is taught not by talking about its importance but by living it. Tolerance toward races and individuals is a natural consequence of tolerance in home and school life. Faith in the common man and respect for the worth of the individual likewise emerge where these principles dominate the life of homes and educational institutions. Our past failure is our failure to live our way of life.

Our first wartime responsibility is to maintain homes and schools that honestly interpret democracy—that foster an intense faith in it and give constant practice in living it. Such homes and schools can win the war and ultimately end all wars by making democracy work.

Children Can Help

ETHEL KAWIN

DIRECTOR OF GUIDANCE, GLENCOE PUBLIC SCHOOLS

IT IS important psychologically that every child beyond the toddler stage find some activity through which he can share in the war effort of his country. His participation must, of course, be appropriate to his age and his abilities, but there is some service, however small and simple, that every child can perform as his contribution to victory.

This participation is important as a wholesome outlet for the emotions that war inevitably arouses. It is also valuable in helping each child to feel himself a functioning part of a great nation, one individual among many, all striving toward a common goal. In this cooperative effort the child gains a feeling of his own worth and senses the importance of his own responsibility.

Parents can help their children find such opportunities and responsibilities in their homes. Many activities can be organized as group projects in schools, under teacher guidance. Here are a few practical illustrations:

Four- and five-year-olds can:

- Collect paper, metal, and rubber
- "Clean their plates" to conserve food

Six-, seven-, and eight-year-olds can:

- Collect materials needed for war production
- Make scrapbooks for soldiers and sailors in hospitals
- Save pennies for war stamps

Nine-, ten-, and eleven-year-olds can:

- Collect materials needed for war production
- Make useful little articles for soldiers and sailors (ashtrays, checkerboards, jigsaw puzzles)
- Collect playing cards to be sent to men in camps
- Sell war stamps; buy war stamps
- Learn about democracy

Older boys and girls can:

- Take charge of collection and distribution of materials needed for war production
- Sponsor entertainments and sports events to raise money for the Red Cross, the United Service Organizations, and other patriotic groups
- Sell and buy war stamps
- Grow plants for transplanting to victory gardens
- Make cookies to send to army camps
- Collect phonograph records, books, pencils, or pencil-sharpeners, for men in service
- Make postcards to send to men in service for their own mailing purposes
- Take courses in first aid
- Learn to help care for little children whose mothers are working in defense industries
- Take over civic responsibilities in their own neighborhoods such as clean-up campaigns or garden projects
- Study seriously the principles and practices of the democratic way of life, so that they may understand the ideals for which we are fighting and actually carry them into their patterns of daily living
- Study earnestly the problems of reconstruction after the war, so that they may "win the peace" for their generation.



Notes from the Newsfront

School Priorities.—The tire situation as it affects school buses is prominently to the fore in any discussion of priorities for schools and school equipment. Schools are eligible for tire purchase certificates or re-cap purchase certificates. Application must be made to the local rationing board in the district where the garage that houses the school bus is located. A careful inspection is made to determine the need before application is accepted and certificate issued.

Rationing.—The Office of Price Administration has estimated that it will take approximately fifteen minutes to register an average single applicant for a sugar-rationing book. For a person representing a family unit, three minutes must be added for each additional member of the family. To lift the procedure to the highest possible pitch of efficiency, not only the time but the information necessary has been carefully predetermined; the OPA has released a printed handbook of instructions for the use of the principals, teachers, and others selected to act as registrars.

Consumers will register at the nearest elementary school in their county; retailers, at the nearest high school. The OPA has stated that special provisions may be necessary for persons who buy sugar in bulk for use over prolonged periods, such as farmers and ranchers.

Wartime Legislation.—Bills to provide for vocational training, military training, additional scholarships, expansion of physical training, instruction in citizenship, and release of pupils 14 years of age or over for agricultural work for the duration of the war are pending before the legislative assemblies of many states. Parent-teacher associations are keeping a wary eye on all unusual proposals, checking carefully the need for legislation and the worth or unworth of the proposed measures as they affect the welfare of children and youth in America.

Substitutes.—The use of all kinds of wartime substitutes is growing apace. The Government is experimenting with the manufacture of currency containing nylon threads instead of silk, and one of the recently suggested "meatless meat loaves" takes its chief substance from a nutritious combination of peanuts, rice, and cottage cheese!

Restrictions.—Phonograph records and cosmetics, among other commodities, are "up before the court" now. Under consideration also is standardization of cosmetic packaging to free war-needed metals, particularly tin. This part of the plan may eliminate the "sample sizes," which tend greatly to complicate production. The War Production Board classes lipstick, rouge, powder, and cleansing cream as "essential" cosmetics. Perfumes, hand lotions, and toilet waters are classed as "luxury" or "nonessential," cosmetics.

Tuberculosis Control.—Tuberculosis associations all over the country are concerned about the dislocation of their routine programs for control by the current sudden industrial migrations and concentrations. Emergency measures have had to be set up to cover this dislocation. It is pointed out also that especial attention must be given to all industrial workers. In many phases of munitions work there are dust hazards. The man with tuberculosis who shares a room with one worker and works near several more exposes them all. He is especially dangerous to any who have been exposed to silica dust. Women, too, are endangered by occupational hazards, for more young women than young men die of tuberculosis, and the disease is more prevalent among girls than among boys. It is highly recommended that more routine tests with tuberculin be administered to boys and girls of high school age and that follow-up X-ray tests be given those in whom the result of the tuberculin test is positive.

Teeth.—The dental profession offers to point out a silver lining in the cloud of sugar rationing—America's teeth will improve, say dentists, when America's citizens eat less sugar and less candy. The possibility that the wholesome dietary habits induced by rationing may outlast the war and become generally established is encouraging.

Marital Advice.—The glibness and ease with which advice concerning marriage has been passed out to youth as a matter of routine has suffered some slight dislocations as a result of the war. This interesting fact was disclosed at the eighth annual Conference on Conservation of Marriage and the Family. Mrs. Evelyn Millis Duvall, director of the Association for Family Living in Chicago, hinted that marriage counselors are no longer so sure as they used to be that marrying in haste is always unwise. Mrs. Duvall, after interviewing thousands of soldiers, found them evenly divided in opinion; half felt that wartime marriage is "not fair to the girl," and the other half felt that marriage "gives the soldier something to fight for." The survey disclosed that the greatest problems are (1) separation; (2) lack of a suitable home for the bride; and (3) the possibility of a baby.

Spring Cleaning for Conservation.—The Bureau of Industrial Conservation of the War Production Board has called for a nation-wide spring housecleaning with special attention to the collection of all materials that can be salvaged. Lessing J. Rosenwald, chief of the bureau, says: "Vast quantities of the things we need would be brought to light . . . old metal . . . old rags . . . old rubber . . . waste paper." The accumulation of waste material in houses, particularly in attics, is not only a hindrance to the conservation program but a definite fire hazard.

Around the Editor's Table

ALL of us know that while we are fighting for a sane and decent world there is much that we can do in our own communities to bring into full view the broad and generous ideals of life in a democracy. Here the inconsistencies between the ideal and the real must be closely examined and, as far as possible, eliminated. America's war program emphatically endorses this view; it demands that men carry on *where they are*. And "where they are" is the community. And "carrying on" effectively means that neighbors must be introduced to the vocabulary upon which successful community action depends. Every parent in America today recognizes that if he wishes to protect himself and his children from attack he can best do so by building an air raid shelter that will protect his neighbors and his neighbors' children as well. Common hardships and common risks are drawing us together into a unity of aim and effort that will form the foundation for the community of tomorrow.

The implications of this growing community consciousness are full of promise. Community life, properly visualized and understood, is taking on new meaning for our generation. It is also giving new significance to the community interest so long highlighted in the year-round activities of the parent-teacher association. Long before war was brought to our shores, leaders in the parent-teacher movement were planning an inclusive community-wide program to coordinate the efforts of those agencies and services that aid in building the lives of young children—lives that are physically strong, emotionally stable, spiritually fine.

A panoramic view of these agencies and services and the ways in which their full power can be released for the common benefit of all boys and girls—and men and women—is clearly drawn in a new book, *Community Life in a Democracy*, to be released soon by the National Congress. Although its conclusions are directed at the immeasurable potentialities of organized parent-teacher cooperation, its concern with the whole problem of community improvement makes the book important to psychologists, sociologists, social workers, and other community-minded citizens. Concerning the purpose of this volume, Mrs. Walter Bingham, its editor, has this to say: "*Community Life in a Democracy* rounds out in a timely way the present administration's theme, 'The Child in His Community.' The book is the result of many months of careful planning on the

part of parent-teacher leaders; it is the product of the expert thinking of a score of eminent authorities in community health, education, safety, and welfare. It is hoped that the material will be an invaluable guide for those who are deeply concerned that democracy be made to work in the practical daily life of the community."

For purposes of study and discussion the *National Parent-Teacher* will, beginning with the September issue, present monthly a program outline based upon selected chapters of *Community Life in a Democracy*.

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FROM AFTON SMITH of the Iowa Child Welfare Research Station comes the following inquiry: "Is it possible at this date to secure any information on next year's study courses? Some of Iowa's energetic Parent Education chairmen are already making plans for next season's work." At the time that Miss Smith's request was received, information concerning only one course was available—"America Pitches In." On the back cover of this issue there is an announcement of the second course, which is titled "Babies in Wartime." The attention of energetic Parent Education chairmen throughout the country is drawn to the wide range of topics included in the course—topics that cover the rearing of children under emergency conditions. Study course leaders will do well to examine this course as they plan for the stern year's work that lies ahead.

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CRITERIA for Children's Radio Programs," published recently by the Federal Radio Education Committee, is a pamphlet that many parents and teachers have been looking for. Copies may be obtained from the F.R.E.C., U. S. Office of Education, Washington, D. C., at 25 cents. Another timely publication is the twenty-page pamphlet "To Parents in Wartime." This pamphlet was prepared for the Children's Bureau by a number of authorities. Copies may be secured at 5 cents from the Superintendent of Documents, U. S. Government Printing Office, Washington.

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AS WE go to press, the final membership figures for the fiscal year ending April 15 have been totaled. The result? A gain of 204,853. Even under ordinary conditions such an increase would be exciting. In this black hour of war it is an eloquent proof of the strength, resourcefulness, and energy of American parents and teachers.

BOOKS *in Review*



SUMMER READING FOR YOUNG PEOPLE

MAY LAMBERTON BECKER

I. PICTURE BOOKS FOR LITTLE FOLKS

Circus Parade. Lydia Furbush. Macmillan; \$2.

Unfolds to form a long, brightly colored parade, with animals. On the other side the inside of the tents is shown.

Happy Birthday, Judy! Charlotte Becker. Scribner; 75 cents.

A four-year-old and two friends celebrate with a party and presents. In color; few words, many pictures.

The Merry Shipwreck. Georges Duplaix. Harper; \$1.50.

Jolly story of a barge full of animals; bright colors and plenty of action.

Peter Piper's Pickled Peppers. Mabel Leigh Hunt. Pictures by Katherine Milhous. Stokes; \$1.

The good old tongue-twister made into a little story with funny drawings.

Pokey Bear. Helen and Alf Evers. Rand; 50 cents.

By the artists of the popular *Copy-Kitten*.

The Runaway Bunny. Margaret Wise Brown. Illustrated by Clement Hurd. Harper; \$1.50.

Distinguished picture-story book; charming mother-and-baby play; variant of ancient folklore story. Noteworthy work.

Set the Clock. Dorothy King. Pictures by Will Anderson. Harcourt-Brace; \$1.50.

Rhymes round the day, with a real clock face whose hands move; a durable and useful aid to "telling time."

Pictures to Grow Up With. Katherine Gibson. Studio; \$3.

Many fine paintings; a book for all the family and an excellent investment in lasting beauty.

II. FUN AND FANTASY

Effelli. Margot Austin. Dutton; \$1.50.

A baby elephant, a rowdy parrot, and a small girl, something like "Alice," have an amusing adventure with a circus.

Elizabite. H. A. Rey. Harper; \$1.50.

Highly original picture book; this carnivorous plant nips people in the most unexpected ways, finally routing a burglar.

The Folding Father. Heinrich Hauser. Pictures by Tibor Gergely. Lothrop; \$1.

Children find this hilariously funny; a father far from home has himself ironed flat and sent by air mail.

Mr. Tootwhistle's Invention. Peter Wells. Winston; \$1.

Funny pictures, funny yarn.

Mr. Totter and the Five Black Cats. Eleanor Thomas. Illustrated by Charlotte Becker. Scribner; \$1.50.

Busman's exploring tour is complicated by unexpected passengers in fur.

The Truck That Flew. Dudley Morris. Putnam; \$1.50. Bedtime story, with many lively pictures.

III. STORIES ABOUT ANIMALS (for children who can read)

The Donkey from Dorking. Frances F. Neilson. Illustrated. Dutton; \$1.50.

A trick donkey is carried off by a circus, but appears before the Royal Family; gay pictures.

The Burro That Learned to Dance. Harry Levy. Illustrated by Howard Simon. Knopf; \$1.25.

Lively story of life in the Peruvian Andes.

Tap-a-Tan! Janette Sebring Lowry. Illustrated by Masha. Harper; \$1.50.

A little dancing goat figures in this story; also a gypsy.

The Armadillo and the Monkey. Luis Jardim. Coward-McCann; \$1.75.

Portuguese folk-tale, by a Brazilian artist.

The Runaway Puppy. Margaret and Helen Johnson. Harcourt-Brace; \$1.75.

Many pictures of dogs and cats, and a story in very large type.

The True Story of Fala. Margaret Suckley and Alice Dalgliesh. Scribner; \$1.50.

Authorized story of the President's dog, with photographs from life.

The Cuckoo. Lida. Illustrated by Rojanovsky. Harper; \$1.

One of the famous Père Castor picture books in full color.

The Animal Book. Dorothy and Nils Hogner. Oxford; \$3.50.

Mice, Men and Elephants. Herbert Zim. Illustrated with photographs. Harcourt-Brace. \$2.50.

Two important fact books, with many pictures, about the most highly developed animal group.

IV. STORIES ABOUT CHILDREN (for children under twelve)

Adam of the Road. Elizabeth Janet Gray. Illustrated by Robert Lawson. Viking; \$2.

A boy in thirteenth century England and his adventures on the way to Winchester.

Americans Every One. Lavinia Davis. Illustrated by Leonard Weisgard. Doubleday; \$1.50.

Nine little foreign children who have found America.

Annie and the Wooden Skates. Margaret Friskey. Illustrated by Lucia Patton. Oxford; \$1.50.

The home life of the Lees at Arlington.

Cabita's Rancho. Pachita Crespi. Illustrated by Zhenya Gay. Messner; \$2.

Children in Costa Rica.

Cindy. Dorothy Aldis. Illustrated by Peggy Bacon. Putnam; \$1.50.

The transformation of a tomboy; not too sudden to be true. Any eight-year-old tomboy will appreciate it.

Happy Rogue. Muriel Denison. Illustrated by Marguerite Bryan. Dodd-Mead; \$2.

Little girl comes from England with prize dog.

Houseboat Summer. Elizabeth Coatsworth. Illustrated by Marguerite Davis. Macmillan; \$1.75.

Open Water. Hildreth Wriston. Illustrated by Dorothy Bayley. Doubleday; \$2.

Two good family stories of New England lakes, with a mystery in each.

Island Boy. Betty Holdridge. Illustrated. Holiday House; \$2.

Bahama boy goes on a sponging trip.

Jorge's Journey. Alice Curtis Desmond. Illustrated. Macmillan; \$1.75.

Maria Rosa. Very Kelsey. Illustrated. Doubleday; \$2.

Two vivid stories of children in Brazil.

Pablo of Flower Mountain. Christine Von Hagen. Illustrated by Weda Yap. Nelson; \$2.

Small boy in Honduras.

Sandalio Goes to Town. Katherine Pollock. Illustrated by Raffaello Busoni. Scribner; \$1.75.

The town is Valparaiso, Chile.

Steppin and Family. Hope Newell. Illustrated. Oxford; \$2.

A dancing family in Harlem; funny and told with real understanding.

Shipboy with Columbus. Enid Meadowcroft. Illustrated. Crowell; \$1.50.

The great voyage described for small children.

Way Down Cellar. Phil Stong. Dodd-Mead; \$2.

Another of his delightful Middle Western idylls of boy life. Kurt Wiese's pictures collaborate.

V. STORIES FOR THE TEENS: BOYS

All Hands Stand By. Ralph Henry Barbour. Appleton; \$2.

Sea Scouts.

Dynamo Farm. Adam Allen. Lippincott; \$2.

4-H story; foreword by Dorothy Canfield.

Jerry Foster, Salesman. Elmer Ferris. Doubleday; \$2.

Beginning life in the world.

Longhorn Cowboy. James H. Cook. Putnam; \$2.

Authentic cowboy narrative.

Street of Ships. Charles M. Daugherty. Holt; \$2.

Clipper ship days.

Touchdown. Adelaide C. Rowell. Dutton; \$2.

Football hero surmounts infantile paralysis.

War Horse. Fairfax Downey. Illustrated by Paul Brown. Dodd-Mead; \$2.

Through the battlefields of France with the Sergeant and his gallant little mare.

VI. STORIES FOR THE TEENS: GIRLS

Carolina Caravan. Christine Noble Govan. Houghton Mifflin. \$2.

Story of a family in a borrowed summer cottage.

Felicity Way. Helen Girvan. Farrar and Rinehart; \$2.

Good mystery story involving herb-growing.

Missee Lee. Arthur Ransome. Macmillan; \$2.

Latest "Swallows and Amazons" adventure story, also the best since the first one; involves most unusual Chinese pirates.

Sue in Tibet. Dorris Shelton Still. John Day; \$2.

American girl brought up in Tibet; experiences largely the author's own.

They Loved to Laugh. Kathryn Worth. Illustrated. Doubleday; \$2.

Family story of warmhearted Quakers.

VII. BIOGRAPHY (for all ages)

Decatur of the Old Navy. Helen Nicolay. Appleton; \$2.50.

High school age.

Friend of Animals. Mildred M. Pace. Scribner; \$1.50.

Henry Bergh. 10-15.

Radium Treasure and the Curies. Irmengarde Eberle. Crowell; \$2. High school.

I Have Just Begun to Fight. Commr. Edvd. Ellsberg. Dodd-Mead; \$2.50. John Paul Jones. High school age.

Man with Wings. Joseph Cottler. Little; \$2.50. Leonardo da Vinci. High school age.

Andy Jackson: Boy Sailor. Augusta Stevenson. Bobbs-Merrill; \$1.50.

The Little Lion: The Boyhood of Alexander Hamilton. Helen B. Higgins. Bobbs-Merrill; \$1.50.

Two lives for younger readers.

Goethals and the Panama Canal. Howard Fast. Messner; \$2.50. High school age.

Shooting Star. William E. Wilson. Farrar and Rinehart; \$1.

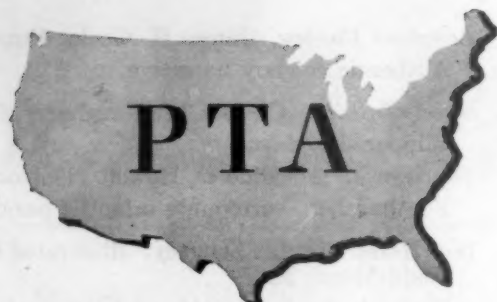
Life of the great chief Tecumseh. High school age. Excellent picture of Indian life.

Long Adventure. Hildegard Hawthorne. Appleton; \$2.50.

The life story of Winston Churchill. High school age.

Cortes and the Conquest of Mexico. Bernal Diaz del Castillo. Wm. R. Scott; \$2.50.

Eye-witness narrative, beautifully printed and illustrated, for children over ten; fine work to own and keep.



Frontiers



Art Goes Journeying. Art in Connecticut is taking the outland trails in a highly interesting traveling exhibit sponsored by the Parent-

Teacher Association of Connecticut, Inc. The exhibit includes sixty-four reproductions of great paintings (published by the National Art Society), representing the development of painting from the Renaissance in Europe to the present day in America. The pictures are large—sixteen by twenty inches—and are mounted on heavy double cards. Biographical and critical materials are circulated with them. These are in the form of mimeographed sheets and attractively illustrated brochures. The exhibit as a whole is a notable contribution to art appreciation, and the wide distribution of its benefits is an outstanding feature.

The plan of distribution is based on a chart upon which two-week blocks of time, beginning October 6, were laid out for the entire school year. A mimeographed copy of this chart was sent to every local parent-teacher unit in Connecticut. As the units sent in their reservations, the itinerary was made out, and all units with reservations will have been reached by June 19. The only cost to the local unit is transportation from the previous exhibitor; that is to say, the exhibit goes to each school by express collect from the last one. At the time of writing there have been about twice as many calls for the exhibit as there are blocks of time on the chart!

—HAZEL D. TOBIAS



Democracy in Action. Inability to consider children without bias as to their social background, to think of them apart from the prejudices resulting from the social position of their parents, is one of the most difficult

problems involved in community planning for child welfare.

This problem is particularly difficult in small towns, where every person knows all about his neighbor. The importance of eliminating prejudice is obvious. If a democracy is to allow for the healthy growth of personalities, if it is to give play to the abilities of all its citizens, conditions

must be such that everyone can stand on his own merits. That many of our most able men and women came from homes that did not enjoy the respect and approval of the community and that many of our most disappointing citizens have come from homes that were the acme of respectability is too well known to require elaboration.

In an effort to study this question and to improve some of the related conditions in its community, the parent-teacher association of a small Mississippi town invited the county superintendent of education, the county health officer, the superintendent of schools, the president of the school board, two volunteer workers, and a specialist in community organization from a nearby college to meet with the members of the association to examine and discuss the problem.

On the way to the conference one of these participants picked up a youthful hitch-hiker about fourteen years old who was going—where?

"Well, I'm not sure, but I think I'll go to Memphis and get me a job, so I can stand on my own for a change."

"Are you running away from home?"

"Yes," he admitted calmly.

From the boy's story it was learned that his mother and father were separated. His mother was employed in a useful but not particularly honored occupation, and the family income was so small that it was not possible for mother or son to achieve the social standards smiled on by the community. In general, the boy, who seemingly had a great desire to succeed in life, was just about "fouled out before the game had started."

Surprisingly enough, this boy showed no sign of ill feeling when he told how the teachers at his school, as well as the children, were always ready to blame him for all misdemeanors and to show that they believed him to be undesirable as a member of their group. His reaction was not to blame them but rather to transplant himself into some other situation, where he would have a chance to demonstrate his abilities.

In view of the possible insight the boy's comments might give to the discussion group, he was asked to come along and repeat his story. At the

conference table (his name and place of residence were unknown to all except the one who brought him) he stated his case again, in the same calm and friendly fashion. His story was such a strong indictment of the inflexible and artificial standards of some of the so-called "nice people" of the day that a few of them could not forgive him sufficiently to get down to a consideration of the question. Their immediate reaction was to justify the righteousness of their own positions and to take up the time by passing judgment on the boy and deciding what should be done with him. The majority of the group, however, indicated that the problem had become really apparent to them for the first time.

The fact that the boy had hope and energy to attempt to escape from the social stratification of a community, plus the fact that there is an organization of parents and teachers eager to do something about the conditions that made it necessary for him to run away, is heartening evidence that the desire for real democracy is strong in the American people.

—J. R. MORTON



Friends in Need. The Second District of the California Congress of Parents and Teachers, which comprises the city of San Francisco, has long carried on an extensive program of supplying the clothing needs of underprivileged children. During the past year (April 1940 to April 1941), 3,445 outfits were supplied to San Francisco children. Included were 3,139 pairs of shoes, 11,493 new garments, and 3,989 reconditioned garments. Each boy received a sweater, a pair of pants, a blouse or shirt, three pieces of underwear, and shoes and socks. The average cost per outfit was \$4.50. Each girl received a dress, a sweater, a slip, two pieces of underwear, and shoes and socks. The average cost was \$3.50.

The need of the child is determined by the school principal. Aid is given as emergency relief, in order that no schooling shall be lost while official agencies are getting into action.

The program is financed by appropriations of \$300 per month from the Community Chest and \$150 from parent-teacher units, plus sums raised by entertainments given by the schools.

The administration of the various phases of this work—collection of garments, storing, cleaning, repairing, distributing, record-keeping—is simplified by the fact that the Second District has commodious headquarters in an unused school building of nine rooms, space being available for a general office, conference rooms, a journal office, and a philanthropic department. These quarters, with steam heat and janitor service included, are

supplied to the association without cost, a proof that its services to the children of the city are valuable and recognized. MARGARET STRONG



Reaching the Teachers-to-Be. Believing that parent-teacher courses in colleges for teacher education would increase interest in the movement among members of the teaching profession, the Texas Congress in 1938 initiated a program encouraging such courses. The presidents and instructors in the department of education cooperated by offering units of work on the subject in education courses.

In November 1941 a chairmanship called Educational Relationships was created. One of its major functions is the further promotion of parent-teacher courses in the colleges for teacher education. Some of the objectives are:

To confer with the presidents of Texas institutions for teacher education and the heads of their education departments in order to establish a better understanding of how these institutions and the Congress may work together effectively.

To make an intensive study of the education courses now offered by these colleges with a view to learning what attention is devoted to the aims and activities of the parent-teacher organization.

To confer with the heads of the education departments of these institutions and members of their staffs with the aim of securing their help in the revision of present courses, so as to insure a better understanding of the objects and activities of parent-teacher associations; and to encourage these departments to offer additional units of work, especially during summer school sessions.

To continue to supply the libraries of teachers' colleges with Congress publications.

To encourage graduate students to make studies pertaining to the parent-teacher movement.

To encourage leaders of the Texas Congress to prepare articles relating to the work of the Congress for publication in educational journals.

To attend educational meetings for the purpose of building good will for the work of the Texas Congress among teachers and educational leaders throughout the state.

To cooperate with leaders of other educational and welfare agencies toward maintaining better educational standards among all classes of Americans and keeping alive the democratic ideals.

If the parent-teacher movement is to achieve one of its highest purposes—namely, an adequate education for children and youth—it must enlist the wholehearted support of teachers and educational leaders everywhere. The Educational Relationships chairmanship is a means to this end.

—NELL MORGAN

Group Action for Victory

*Commission on Child Welfare in Wartime**

THE Commission on Child Welfare in Wartime, under the direction of the Children's Bureau of the U. S. Department of Labor, is the organization that has set up the Children's Charter in Wartime, an account of which will be found in the war supplement of this issue of the Magazine. It includes representatives of national agencies and organizations closely associated with programs for children, as well as state and local officials responsible for services to children. The National Congress of Parents and Teachers is represented on its executive board by Mrs. William Kletzer, national president.

The purposes of the Commission, as listed by Miss Katharine Lenroot, Chief of the Children's Bureau, are as follows:

1. To review evidence of the needs of children in wartime and measures that are already in existence or have been proposed to meet these needs.
2. To consider and adopt a program for children in wartime that should be in effect throughout the nation.
3. To consider the extent to which responsibility for putting such a program into effect rests with parents, volunteers, private agencies, local and state governments, and the Federal government, and how all these efforts may be effectively coordinated.
4. To recommend the further steps that should be taken by Children's Bureau advisory committees, national organizations, and Federal and state governments to ascertain need, to awaken citizens throughout the country to a sense of their responsibility for community as well as individual action in behalf of children, and to provide resources for effective service.
5. To outline a continuing program for the work of the Commission.

The implications of this briefly outlined program are far-reaching. So many changed and changing conditions influence the lives of children at a time like this that constant vigilance is necessary to detect the new needs as they arise and to meet them intelligently. Most of the advisory committees of the Children's Bureau have met several times, both before and since the disaster at Pearl Harbor, to study and discuss these needs and the ways of meeting them, and their findings have been placed at the disposal of the Commission. Miss Lenroot has declared that "adequate planning must be carried to the point where immediate action along sound lines will be possible in any emergency."

*Each month the *National Parent-Teacher* presents a brief statement interpreting for parent-teacher members and for the nation at large the work and purposes of one of the national war agencies in which the National Congress is represented.

Contributors

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EARLE H. CLAPP is associate chief of the Forestry Service of the U.S. Department of Agriculture. He is a well-known contributor to forestry journals and an outstanding expert in forest conservation. He is the author of *A National Program of Forest Research*.

A. L. CRABB, author of the familiar Plum Springs stories so dear to the hearts of *National Parent-Teacher* readers, has recently published *Dinner at Belmont*, a fascinating novel of the Old South. Dr. Crabb is professor of education at Peabody College.

ALMA W. CRAIB, of Buffalo, New York, has been for the past ten years a prominent lay leader in parent education. She is a group worker of many years' experience, working with young people and directing plays and pageants. She is a veteran P.T.A. worker.

PHYLLIS FENNER, whose rich experience as children's librarian at Plandome Road School has given her a background unexcelled for her especial work of promoting worth-while reading among boys and girls, has won national recognition in that work.

WILLIAM HEARD KILPATRICK, editor of *Frontiers of Democracy* and a member of the advisory board of the Progressive Education Association, is the author of countless articles and a score of important books. His work is known and honored among educators and leaders all over the nation.

WM. MCKINLEY ROBINSON, national chairman of Rural Service of the National Congress, is an internationally known authority on rural education, which he has studied intensively in many countries. Dr. Robinson is director of the department of rural education at Western State Teachers College, Michigan.

LOIS MEEK STOLZ, widely known for her research in child psychology, was formerly director of the Child Development Institute and professor of education at Teachers College, Columbia University. Her book, *Your Child's Development and Guidance Told in Pictures*, is a valuable guide to young parents.

ORDWAY TEAD, author, lecturer, editor, and educator, is a distinguished contributor to the life and thought of twentieth-century America. He is editor of *Economic Books for Harper and Brothers*. His many published works include *The People's Part in Peace* and *New Adventures in Democracy*.

CHARL O. WILLIAMS is chairman of the School Education committee of the National Congress. She is also director of field service for the National Education Association. Through her writings and educational contacts she has made significant contributions to the advancement of the teaching profession.

The following parent-teacher leaders are responsible for this month's "P.T.A. Frontiers:" Mrs. Leslie Mathews, President, Connecticut Congress, and Miss Hazel D. Tobias, Director of Art Education, State Teachers College, Danbury; Mrs. C. C. Clark, President, Mississippi Congress, and Dr. J. R. Morton, Director of Adult Education and Community Service of Mississippi State College; Mrs. E. K. Strong, President, California Congress; and Mrs. Jack M. Little, President, and Mrs. A. L. Morgan, Chairman, Educational Relationships, Texas Congress.